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ABSTRACT

GRADES AND AGES: K-12. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has eight chapters: (1) philosophies and objectives; (2) responsibilities, policies, and procedures; (3) suggested program of activities and outcomes; (4) skill guidelines for recommended activities; (5) intramurals and intermurals; (6) interscholastic athletics; (7) facilities and equipment; and (8) evaluation. An appendix deals with problems, publications, and resources, and a book list is also included in each chapter. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are set out in general terms in the first chapter. The activities are described in detail and include individual sports, team sports, aquatics, rhythms, self-testing, and outdoor education. INSTRUCTIONAL MATERIALS: The basic facilities for elementary schools and junior and senior high schools are given, together with a suggested minimum list of equipment. STUDENT ASSESSMENT: A complete chapter is devoted to evaluation, with check lists for organization and procedure, personnel and materials, facilities, equipment and supplies, public relations, course of study, and activities. (MBM)

ED048140

A CURRICULUM GUIDE

IN

PHYSICAL EDUCATION

GRADES K-12

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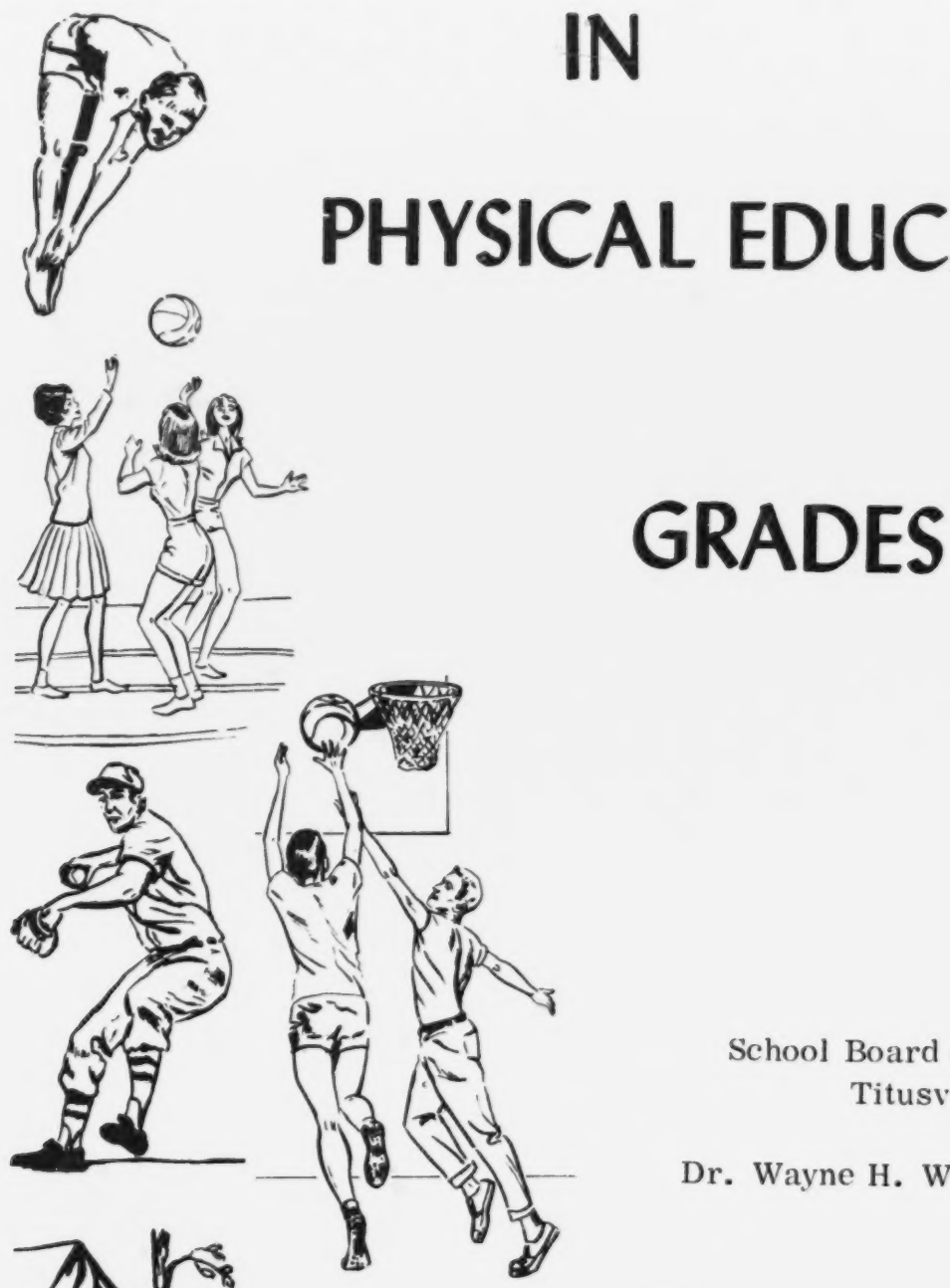

School Board of Brevard County
Titusville, Florida

Dr. Wayne H. White, Superintendent

1970

SP007002

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FORWARD

The purpose of this curriculum guide for physical education, grades K-12, is to aid the instructor in carrying out an orderly, efficient, and progressive program of physical education. It represents the combined experiences and judgements of many physical education teachers who recognize that a sound program in physical education will contribute to the all-around growth and development of individuals entrusted to their care.

This progressively arranged program of physical education for all students is broad in scope and comprises sequentially chosen activities in team sports, tumbling, conditioning exercises, experiences in rhythms and dance, individual and dual sports, outdoor education activities, skills adapted for the handicapped, and a realistic testing program. Such an instructional program helps students achieve physical education goals that are an integral part of the program of general education.

It is not intended that this guide be followed in detail; it should be thought of as a supplement to the individual teacher's own professional background. Your challenge as a teacher will be to develop from this guide the specific program to meet the needs of the students you are teaching.

No organizational plan will guarantee improvement. It simply makes change possible.

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Chapter 1

Philosophies and Objectives

Contributing to development of sound body, mind, and spirit.

PHILOSOPHY OF EDUCATION

Education is the development of the individual into the best person he is capable of becoming and the development of the individual into a responsible, contributing member of a democratic society. Education must provide physical, mental, emotional, and social experiences in many different ways through all school subject areas and related activities. All education must take into consideration the intellectual, physical, social, and psychological nature of man and must aim to educate man as an entity.

PHILOSOPHY OF PHYSICAL EDUCATION

"Physical education is about people learning to move and moving to learn, which involves the body, mind and spirit."

Dr. Eleanor Methaney

PHILOSOPHY OF PHYSICAL EDUCATION OF BREVARD COUNTY

The philosophy of physical education of Brevard County follows the school policy of recognizing individual differences and potentialities of youth. Physical educators advocate the pursuit of life's complex activities requiring the knowledge and training basic to the student's needs in the development of sound physical, mental, social and emotional health.

AIM OF PHYSICAL EDUCATION

Physical education should aim to provide adequate facilities and skilled leadership which will afford an opportunity for the individual or group to act in situations which are physically wholesome, mentally stimulating, socially and emotionally sound for optimum development.

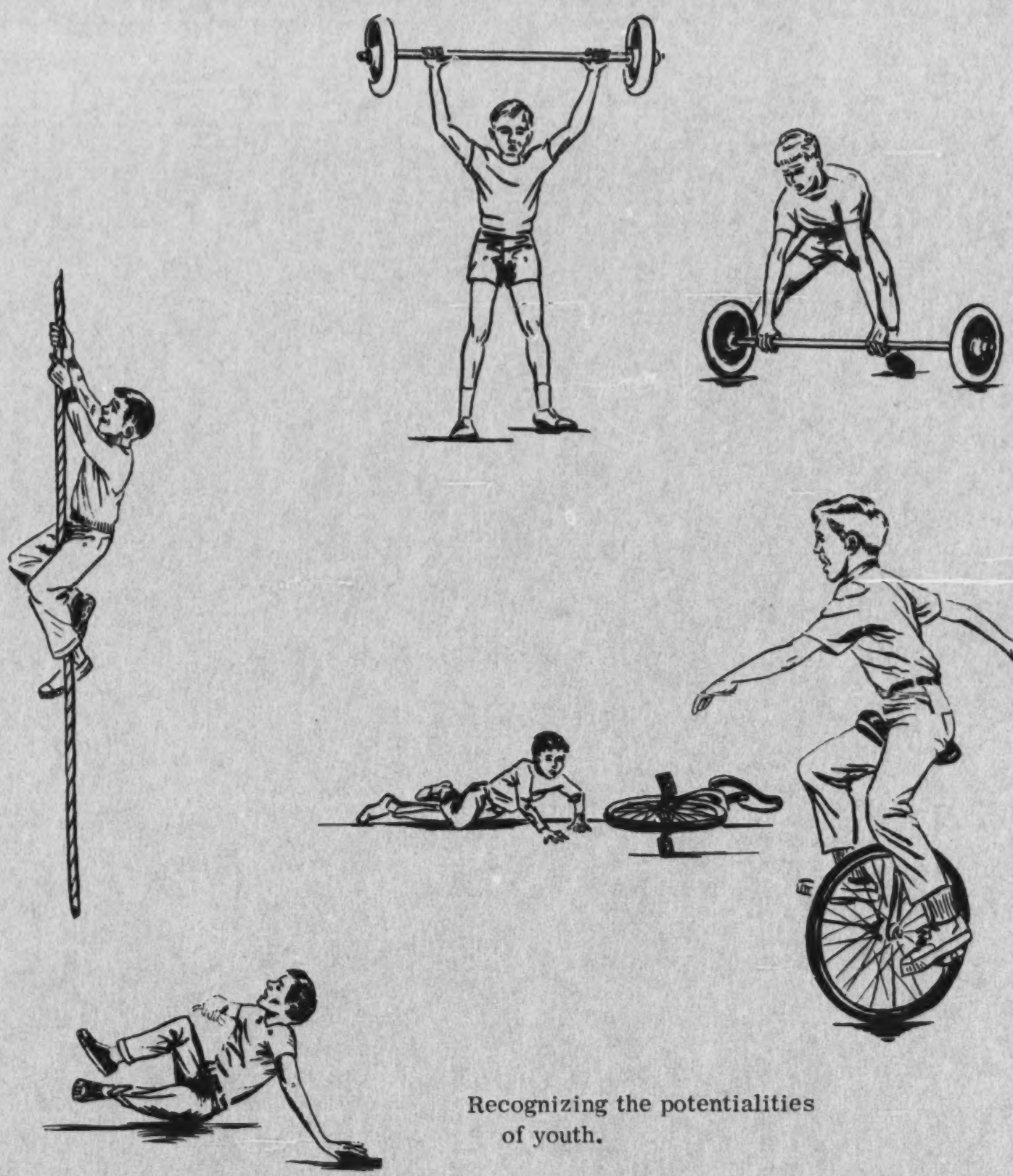
2/3/4

OBJECTIVES OF PHYSICAL EDUCATION

- Organic growth and development of strength, endurance and proper functioning of the organic systems.
- Development of useful physical skills, sports, games, and everyday life activities.
- Development of interpretive and intellectual processes by establishing a fondness and appreciation for activity and the habit of regular exercise.
- Development of desirable social habits and improved mental and emotional health.
- Development of sound character through sportsmanship and healthy competition.

Chapter 2

Responsibilities, Policies, and Procedures



Recognizing the potentialities of youth.

PERSONNEL RESPONSIBILITIES

Superintendent

The superintendent is the administrative head of the school district. He is responsible for the organization and administration of services essential to the efficient operation and management of the schools.

Physical Education Consultant

The consultant for physical education is responsible for the evaluation, improvement, and direction of the program. He is also responsible for the improvement of the instructional program through inservice training.

Principal

The principal is responsible for the successful operation of the instructional program and for keeping the superintendent properly informed concerning the success of the program.

Department Chairman

The department chairman has the following organizational responsibilities:

- to prepare, with other members of the department, the yearly master plan of units of instruction, areas for activity, and needs for supplies and equipment
- to send a copy of the schedule to the principal and physical education instructors
- to assign regular duties to instructors, such as dressing room, exits, etc.
- to plan with other members of the department the special activities of the year as they arise
- to requisition equipment and supplies through the principal
- to supervise and improve the program of instruction

The department chairman is responsible for the coordination of the boys' and girls' activities, and the special activities of the department.

The department chairman is responsible for keeping the principal and/or activity director informed of all regular activities, all special activities, and all changes in the program.

Instructors

The elementary classroom teacher should:

- Observe a part of the time each week, in cases where the class is taken daily by the physical education instructor, so that they may see their children in play situations and thereby understand them better.

- Conduct their own classes in physical education on days not scheduled with the physical education teacher. Activities should be planned with the physical education teacher
- Discuss with the physical education instructor any children in class who need special help or attention.
- Meet the physical education teacher at the beginning and end of each physical education period so that pertinent information about the children may be exchanged as the class changes hands.
- Refrain from keeping students out of the physical education class for any purpose unless prearranged through conference with the physical education instructor.
- Notify the physical education instructor, preferably in advance, if it is necessary to miss a scheduled class due to a field trip or other interruption of the daily program.
- Support the program the physical education instructor is endeavoring to carry on, i.e., by posting game schedules, making announcements, providing lists of students.

The physical education teacher should:

- Prepare instructional units and daily lesson plans following the recommended activities for each grade level.
- Recommend revisions of the course of study.
- Instruct and evaluate each student
- Supervise students at <u>all times</u>.
- Keep accurate class records.
- Keep accurate inventory of equipment used by the class.
- Work cooperatively with students and instructors in maintaining the appearance and cleanliness of facilities.
- Render (minor) first aid.
- Complete accident reports.
- Maintain good public relations and professional ethics.
- Cooperate in all department and school activities and special projects.
- Assist with intramural and interscholastic activities.

<u>Students</u>

The student is responsible for the following:

- To secure the proper uniform, to have each piece of the uniform properly labeled with his or her name, and to keep it clean.
- Each student shall assume the responsiblity for the protection of his or her property.

ADMINISTRATIVE POLICIES

Equipment

Transfer

The lending of equipment between schools within the county school system, is permissible and should be encouraged under the following restrictions:

- A definite need for the equipment must exist.
- All loaning of equipment must be authorized by the schools' principal.
- All equipment loaned or borrowed must be recorded and filed in the principals' office.
- The borrowers' school will be responsible for all damage to equipment borrowed.
- The borrower is responsible for the return of equipment borrowed.

Purchase of Equipment and Supplies

Equipment and supplies for physical education are purchased through the School Board of Brevard County, Florida. In each local school's budget, money is designated for the purchase of physical education equipment; the amount determined by that school's principal. The entire physical education staff should cooperatively plan for and select items to be ordered. It should be noted that all equipment purchased becomes county property although it is requested by the individual schools.

All equipment purchases must be made through requisition forms provided by the county and signed by the local principal.

Equipment and supplies for the interscholastic athletic program are purchased by the school under a separate budget.

Each school should designate specific funds in the budget for physical education equipment and supplies. The supply of equipment should be added to and replaced as needed for an effective program. Acquisition of necessary equipment and supplies may take two or three years of well planned ordering.

Inventory

The physical education teacher in each school should establish and keep up to date an inventory of all physical education

supplies and equipment in the school. Copies of the dated inventory should be filed with the principal and/or the department chairman.

Maintenance of Facilities

Maintenance of facilities is the responsibility of the county maintenance department, but the teacher's responsibility is for the care of the equipment. Small maintenance and repair can be taken care of by the school custodian. Large maintenance problems should be handled by the area maintenance department. Request for repairs must be submitted on work order forms to the area maintenance department. This form must be signed by the principal.

Grouping

Grouping of students contributes to the learning process in physical education as it does in other curricular areas. Factors which should be considered in grouping include the following:

Activity to be taught
Sex
Age level to be served
Skill or lack of skill demonstrated by the student

The ability and experience of the instructor.

Some inherently coeducational activities should be included at all grade levels.

Students should be scheduled at the elementary level according to homeroom or regular class assignment; and at the secondary level according to their abilities and interests. Such grouping should make provisions for individual differences. This grouping enables teachers to plan the curriculum in a sequential manner and more readily adapt it to the development characteristics and skills of the age to be served. Physical education is considered with other disciplines in student scheduling.

Grading

Secondary

Physical education in the secondary schools should abide by the established county grading procedure of A-B-C-D-F, and a physical fitness report should be available when applicable. Each school should set up a uniform grading system. Some of the following factors should be taken into consideration when grading:

. Participation
. Proper dress
. Showers
. Skills test
. Improvement in skills
. Motor ability test
. Written test

Elementary

Since no space is provided for grades to be placed on the report card of the elementary student, it is strongly suggested that each physical education instructor report the progress of each student to the parent. It is left to the discretion of the instructor and principal as to how this is done.

Health and Safety

School officials are responsible for the physical welfare of their students. Despite precautions that are taken, accidents do happen. Listed below are certain health practices and safety procedures recommended for inclusion in school policy:

. It is suggested that all students should have a thorough and complete medical examination annually.
. A physician should be the final judge as to when an injured student may return to a regular physical education class.
. All ropes, chairs, guy wires, and other equipment supports should be regularly inspected.
. Habits of cleanliness and good posture should be an integral part of physical education.
. Elementary school play areas should be supervised by qualified personnel.
. Gymnasium bleachers should be closed when activities are in progress.
. All physical education students should be properly supervised.
. An efficient first aid and emergency care procedure should be established.
. It is a county requirement that an accident report form be filled out and signed by the supervising teacher on each pupil that receives an injury of a serious nature.
. The health coordinator at each school should assume the responsibility of providing leadership and direction for accident reporting.

Excuses From Class

. A doctor's recommendation to excuse a student from participating in the physical education program must always be considered valid. A student who is to be permanently excused should bring a doctor's excuse every year.
. Students may be excused on occasions at the discretion

of the physical education instructor. In evaluating parental request excuses, the health and safety of the student should be the determining criteria.

. Each school will develop an adaptive physical education program to insure the participation of those students that are medically restricted.

Dress

Student

Elementary

Most students in elementary school do not dress for physical education due to lack of dressing facilities; although dressing in proper uniform would add to the student's performance both mentally and physically. Most students learn and play better when they are comfortable. It is, therefore, recommended that the elementary students, when possible, wear tennis shoes, shorts, and shirt which are suitable for play in the physical education class.

Secondary

For uniformity in class appearance and the economic factor involved in transferring to another school in the county, each boy is strongly urged to wear the county approved two-piece gray gym suit (or facsimile), white socks, and tennis shoes for physical education. Each girl is strongly urged to wear the county approved one-piece blue gym suit, white socks, and tennis shoes.

Instructor

Physical education instructors may dress in accordance with the activity being taught. However, each school should consider a standardized instructor's uniform.

Showers

Daily showers are an integral part of any physical education program and should be required where such facilities are available.

ORGANIZATIONAL PROCEDURES

Time Allotment

Elementary

Every student is expected to participate in physical activity daily, conducted either by the physical education teacher or the classroom teacher. Weekly class participation should consist of 150 minutes.

Secondary

- Junior High: Every student is expected to participate for three (3) years in physical education. Middle School students will follow junior high guidelines.
- Senior High: Students of three year high schools are required to have a minimum of one credit, exclusive of health, first aid and drivers education. One credit is 250 minutes per week for 36 weeks or the equivalent.
- Four Year High: Students are required to have two credits.

Teaching Procedures

Each department should, collectively, develop procedures for satisfactory implementation of the following:

- basic class organization
- team teaching
- ability grouping within class
- utilization of teacher talents
- use of facilities and equipment

Program Planning: Careful planning of the program is a prerequisite to successful teaching. This may be accomplished by the following methods:

- Review and restate purposes of physical education.
- Develop a yearly program for each grade in terms of the stated general purposes.
- Plan content for each unit, including specific concepts to be developed.
- Evaluate results of the unit in terms of stated desired outcomes.

Care of Equipment

The greatest single money-saver in the budget is to take the best possible care of the equipment. The general pattern for a well organized program is as follows:

- A storage room of adequate size
- A good marking system
- Issue equipment in an efficient manner
- Educate the students to take good care and respect the equipment.
- Equipment Room
  The name or initials of the school should appear on all equipment.
- Checking Out Equipment
  Only certain appointed personnel should be allowed in the equipment room. Students who lose or damage equipment should be made to pay for it or denied further use of the equipment.
- Leather Goods
  Cleanliness is a must for leather goods. Saddle soap or a commercial cleaner can be used. Use a pump that shows

the pressure at each stroke. Never guess at the correct pressure. Anytime leather goods become wet they should be dried as soon as possible at room temperature and never force dried. During this time the pressure in the balls should be at normal. When balls are stored they should never be folded or crushed but partially inflated to hold their shape.

. Wooden Equipment

All wooden equipment should be either varnished or painted and kept away from heat.

. Textiles

All garments should be kept clean and stored in a dry, well ventilated room. Nets that are left up and not in use should be loosened to relieve tension.

. Metal Equipment

In order to prevent rusting, all metal equipment must be kept painted or oiled.

. Rubber Goods

Clean rubber goods with soap and water and try to keep these goods from being exposed to heat for long periods of time.

. Mats

Mats should, if possible, be stored flat. Hard soled shoes should never be allowed on a mat. Plastic mats should be cleaned weekly with a mild soap and rinsed with a clean, damp cloth.

Legal Responsibility

With each successive school year many school districts and teachers are subject to legal liability for injuries which occur under certain circumstances during the normal routine of the school day. Physical education teachers in particular are subjected to situations for which many courts have held the teacher and the school district liable.

In order to understand the complicated situation in which most teachers find themselves, we must first understand the meaning of tort liability. Tort liability is liability for personal wrongs and injuries caused through the defendant's negligence or through intentional harm.

One small measure of comfort to physical education teachers is the fact that for the plaintiff to succeed in action of tort liability four essential elements must be proved by a preponderance of the evidence;

1. that the defendant (the teacher) owed a duty or standard of care to avoid injury to others.
2. that the defendant failed to observe that duty or standard.
3. that an injury actually did occur to the plaintiff.
4. that the defendant's failure to observe this duty or standard of care proximately caused the injury.

Florida law does not protect the teacher from suits involving

personal liability for injuries received as above outlined.

Should any employee of the School Board of Brevard County, Florida be served with any type of legal paper as a result of their job responsibilities or duties, this should be reported to the principal immediately.

Those suits pertaining to line of duty, or scope of employment as determined by the superintendent will be defended by the school board attorney.

CLASS MANAGEMENT

Class Procedures

- Good management of a class is brought about by giving attention to many small details covering teacher and student behavior. Included as procedure for class conduct are such factors as locker room regulations, roll call, shower procedure, uniform regulations, excuses and before-class readiness.
- When students are coming to class in physical education, the teacher should be completely prepared for them. Plans for the class organization should be fixed in the teacher's mind and all equipment be in readiness.

Suggested Time Allotment: 60 minute class

Dress	7 minutes
Exercise	10 minutes
Activity	35 minutes
Shower and Dressing	8 minutes

Suggested School Physical Education Policies

- Rules Governing Uniforms
- Rules Governing Lockers
- Rules Governing Conduct in Showers and Locker Area
- Rules Governing Conduct on the Field and in the Gym
- Rules Governing Special Areas
  - Coach's Office
  - Equipment Rooms
  - High Jump and Broad Jump Area
  - Swimming Pool
- Rules Governing Use of Equipment
- Rules Governing Conduct in Class
- Department Policy on Excuses
- Department Grading Policy

Chapter 3

Suggested Program of Activities and Outcomes

BASIC UNDERSTANDINGS TO BE DEVELOPED IN ELEMENTARY PHYSICAL EDUCATION

- That participation in daily big muscle activity is needed for normal physical development.
- That skills developed in physical education can be enjoyed in leisure time activities.
- That physical education activities should be suited to strength and developmental level.
- That participation in physical education activities increase balance, flexibility, power, strength, coordination, agility, speed, and endurance.
- That participation in physical education activities promote good health habits.
- That participation in physical education activities require sound reasoning and judgement.
- That games have rules and boundaries which must be learned and observed in order to provide enjoyable participation.
- That safety rules must be followed.
- That each person has limitations in ability.
- That we must learn to respect and appreciate our own and other's limitations.
- That good sportsmanship is important as a participant and as a spectator.
- That we must learn to accept success and failure in a socially acceptable manner.
- That teamwork is important in every day life as well as in games.
- That each student learn to appreciate and conserve their physical environment through precept and example.

SUGGESTED APPROXIMATION FOR TIME ALLOTMENT IN ELEMENTARY PHYSICAL EDUCATION

The percentage of time allotted to activities in an elementary school will be determined by such factors as experience and strengths of the instructor; philosophy of the school principal; apparatus, equipment, and facilities and available indoor space at each school.

GRADES	1	2	3	4	5	6
Self Testing	30	30	30	25	15	15
Individual and Team Games	10	15	20	30	45	45
Rhythmical Activities	20	20	15	15	15	15
Games of Lower Organization	25	20	20	15	10	10
Physical Fitness Activities	15	15	15	15	15	15

E L E M E N T A R Y

K-3

CHARACTERISTICS	NEEDS	ACTIVITIES TO MEET NEEDS	DESIRED OUTCOMES
Physical			
They are full of energy and very active. They are easily fatigued, but seldom admits so. Their large muscles are more developed than the small muscles. Their hearts are growing rapidly. They enjoy total body movement. They lack muscular coordination.	Need to participate in vigorous physical activity. Need for frequent rest periods. Need for activities involving both large and small muscle movement. Need for motor activities. Need for activities involving running, skipping, hopping, etc. Need for activities involving throwing, catching, hitting, etc.	Rope climb, monkey bars, horizontal ladder, short sprints, games of chase, tag, etc. Instruction in use of playground equipment, circle games, rhythmic game with partner and groups, free play, etc. Skills of throwing, catching, and bouncing balls; hula hoops, throwing for accuracy, kicking, hitting atball, etc. Relays, obstacle course, work on mats, tumbling and gymnastics.	To be able to relax. To be able to participate with joy and enthusiasm in a variety of activities. To be able to skip, jump, run and walk rhythmically. To be able to throw, catch, strike different type balls. To be able to use all parts of the body with awareness. To be able to combine individual movements into a fundamental skill.
Social-Emotional			
They are sensitive to the feelings of peers and adults. They like to play togethers They enjoy active participation. They are in a period of fun, fantasy and fear. They are selfish and individualistic.	Need for approval and assurance from teachers Need to avoid outside pressures in activities. Need for sympathetic understanding for their lack of muscular coordination. Need for acquiring responsibility on their part.	A variety of simple team games. Activities geared to insure some degree of success combined with praise. Team games with rotating captains. Small groups in activities that will create a need for assistance and the opportunity to give assistance.	To be able to share with others. To be willing to take turns. To develop the ability to express oneself creatively. To appreciate one's limitations and abilities.

Elementary K-3, Continued

CHARACTERISTICS	NEEDS	ACTIVITIES TO MEET NEEDS	DESIRED OUTCOMES
Mental They lack perseverance. Their attention span is short. They possess a vivid imagination. They like to imitate. They are creative.	Need for learning by direct experience. Need to avoid humiliation and ridicule. Need for feeling of accomplishment. Need for diversified activities. Need for recognition of creative endeavors.	Activities involving endurance, activities structured to insure some degree of success. Games which players exchange places, games which players must ask permission. Stories, plays, based on the seasons, animals and the circus, skipping, hopping, use mats for rolls, experimental use of ropes, balance beams. Activities that will permit and encourage creativity.	To adjust to a variety of situations. To be able to follow directions and to be attentive. To demonstrate ability to participate in a variety of games. To practice safety regulations. To have a sense of freedom in creative areas.

E L E M E N T A R Y

Grades 4-6

CHARACTERISTICS	NEEDS	ACTIVITIES TO MEET NEEDS	DESIRED OUTCOMES
Physical They are extremely active. They are subject to frequent fatigue. They are undergoing periods of physical adjustment. They are developing more control of the fingers and hands. They are growing rapidly in height and weight. They display poor body posture.	Needs for physical activity. Needs for adequate sleep. Needs for supervised play. Needs for continued development of strength, endurance, etc. Need for learning more advanced sport skills. Need for continued stress of good body mechanics.	Flag football, softball, soccer, basketball, ball kicking, catching relays, side-line basketball, circle kick, track and field dodge ball, drills, forward roll, backward roll, ropes, parallel bars.	To be able to catch and throw with continued accuracy. To be able to perform with ease and accuracy. To be able to possess the ability to analyze game skills. To be able to appreciate the necessity for improvement of skills. To demonstrate the essentials in the performance of many fundamental skills.
Social Emotional They are anxious to try things. They are interested in active team games. They are interested in playing separately as boys and girls at times. They want group approval and membership with peer groups. They develop loyalties to teams, groups, or "gangs." They desire to know own abilities. They possess strong emotions and lack self-control.	Need to play separately at times. Need for friends and membership in a group. Need for competitive team games without pressure to win. Need to assume more responsibilities. Need sportsmanship and code of ethics. Need opportunities and stimulation to improve and display motor abilities.	Ball passing, ball kicking, relays using balls, catching, newcomb, bowling, long bars, drills, lay-ups, going out for passes, side line basketball, soccer, circle kick, forward roll, backward roll, head stands, ropes, horses, parallel bars, dodge ball, track and field, flag football, line soccer, softball.	To respect decision of student leaders. To be able to cooperate in competitive team games. To demonstrate the ability to win and lose gracefully. To be willing to accept responsibilities if they are selected or asked. To be willing to accept criticism and to follow suggestions. To be able to express self control in all types of activities.

Elementary, Grades 4-6, Continued

CHARACTERISTICS	NEEDS	ACTIVITIES TO MEET NEEDS	DESIRED OUTCOMES
Mental			
They are resourceful and creative. They acquire skills rapidly. They demonstrate a rapid development of mental power. They possess increasing ability to analyze and evaluate progress. They are capable of more prolonged interest.	Need to create new games. Need to practice and apply sport skills in progressively more complex situations. Need to be more actively involved in planning and evaluating activities.	Apparatus routines, balancing, tumbling, sport skills, team sports, climb ropes, track and field, basketball, volley ball, passing, kicking, catching, softball, square dance, vaulting, flag football, line soccer.	To be able to originate some new games. To be able and willing to enjoy watching those sports in which they cannot participate. To recognize problems and to work to find a solution.

BASIC UNDERSTANDINGS TO BE DEVELOPED IN SECONDARY PHYSICAL EDUCATION

- That participation in games and sports contributes to the total development of the body.
- That participation in strenuous activity provides an opportunity to increase endurance, strength, flexibility, power and agility.
- That skills are developed to increase the enjoyment of the game.
- That many skills in physical education can be applied to a variety of lifetime activities.
- That each student develops at his own rate of speed with various activities suited to each level of development.
- That teamwork is valuable in everyday life.
- That acceptable social skills can be practiced in a variety of social activities.
- That rules of good sportsmanship apply to the spectator as well as the participant.
- That there are many ways of facing and solving emotional problems with control and success.
- That every person needs to express himself creatively in order to release tensions and to live a satisfying life.

GIRLS
GRADES 7 & 8

	ACTIVITIES		PHYSICAL OUTCOME	SOCIAL & EMOTIONAL OUTCOMES	MENTAL OUTCOMES
INDIVIDUAL	Archery Badminton Croquet Bowling Darts	Table Tennis Deck Tennis Horseshoes Tennis Shuffleboard	Coordination, Agility, Posture Improvement, Physical Fitness, Endurance, Speed, Accuracy, Cardio-respiratory & Cardio-vascular development.	Fun, Sportsmanship, Lifetime Values, Poise.	Skill Knowledge, Self-reliance, Self-discipline, Self-expression, Knowledge of Activity, Care & use of equipment, Safety.
TEAM	Volleyball Basketball Softball Speedball	Soccer Field Hockey Kickball Cage Ball	Physical Fitness, Endurance, Muscle Tone, Coordination, Agility, Speed, Cardio-respiratory & Cardio-vascular development.	Fun, Teamwork, Sportsmanship, Loyalty, Fellowship, Poise.	Skill Knowledge, Self-reliance, Self-expression, Safety, Leadership, Knowledge of Activity, Care & use of equipment.
AQUATICS	Swimming Water Safety Junior Life Saving		Coordination, Agility, Poise, Physical Fitness, Endurance, Muscle Tone.	Fun, Cooperation, Poise, Aesthetic value.	Skill Knowledge, Self-expression, Self-reliance, Creativity, Safety, Knowledge of Activity, Care & use of equipment.
RHYTHMS	Folk Dance Square Dance Modern Dance Social Dance		Coordination, Endurance, Strength, Balance, Poise, Muscle Tone, Agility.	Cooperation, Fun, Poise, Aesthetic value.	Self-improvement, Skill Knowledge, Safety, Self-reliance, Creativity, Knowledge of Activity, Care & use of equipment.
SELF-TESTING	Stunts Tumbling Body Conditioning Physical Fitness	Apparatus Track & Field	Coordination, Endurance, Agility, Muscle Tone, Poise, Strength, Balance.	Fun, Personal Poise.	Skill Knowledge, Self-reliance, Increase Efficiency, Self-improvement, Safety, Care & use of equipment, Knowledge of Activity, Sense of responsibility.
OUTDOOR EDUCATION	Camping Knot Tying First Aid	Bait Casting Nature	Increased Skills, Flexibility, Physical Fitness, Coordinated Movements, Improved Health.	Fun, Poise, Cultural Values, Cooperation, Social Acceptance.	Carry-over, Self-reliance, Self-expression, Appreciation, Sense of responsibility, Care and use of equipment, Leadership.

GIRLS
GRADES 9, 10, 11, 12

	ACTIVITIES		PHYSICAL OUTCOME	SOCIAL & EMOTIONAL OUTCOMES	MENTAL OUTCOMES
INDIVIDUAL	Badminton Bowling Casting Tennis Archery	Deck Tennis Golf Fencing Officiating Student Leaders	Coordination, Agility, Endurance, Speed, Accuracy, Vitality, Physical Fitness, Cardio-respiratory and Cardio-vascular Development	Fun, Sportsmanship, Lifetime Values, Poise.	Knowledge of Activity, Skill Knowledge, Self-expression, Self-reliance, Self-discipline, Care & use of equipment, Safety, Knowledge of Activity.
TEAM	Volleyball Basketball Softball Soccer	Field Hockey Cage Ball Flag Football Speed Ball	Coordination, Endurance, Agility, Speed, Accuracy, Vitality, Cardio-respiratory & Cardio-vascular Development.	Fun, Sportsmanship, Teamwork, Fellowship, Poise.	Skill Knowledge, Self-expression, Self-reliance, Safety, Care & use of equipment, Knowledge of Activity, Leadership.
AQUATICS	Synchronized Swimming Life Saving (Jr.& Sr.) Water Sports Boating Diving Competitive		Coordination, Endurance, Strength, Muscle Tone.	Fun, Poise, Cooperation and Lifetime Value.	Skill Knowledge, Self-expression, Self-reliance, Knowledge of Activity, Safety, Care and use of equipment.
SELF-TESTING	Track & Field Tumbling Body Conditioning Physical Fitness Free Exercise Apparatus		Coordination, Endurance, Agility, Muscle Tone, Balance, Strength, Posture Improvement.	Fun, Poise, Lifetime Value, Aesthetic Value.	Knowledge of Activity, Skill Knowledge, Self-reliance, Increase Efficiency, Self-improvement, Safety, Care & use of equipment
RHYTHMS	Dance (Folk, Square, Social, Modern)		Flexibility, Agility, Balance, Coordination, Posture Improvement	Fun, Poise, Cooperation, Aesthetic Value.	Skill Knowledge, Self-expression, Self-reliance, Creativity, Care & use of equipment, Knowledge of Activity
OUTDOOR EDUCATION	Camping First Aid Bait Casting	Knot Tying Hiking Nature Trails	Physical Fitness, Coordinated Movements, Flexibility, Increase Skills, Improved Health	Fun, Poise, Cultural Values, Cooperation, Social Acceptance	Carry-over, Leadership, Appreciation, Self-reliance, Self-expression, Sense of Responsibility, Care & use of equipment

BOYS
GRADES 7 & 8

	ACTIVITIES		PHYSICAL OUTCOME	SOCIAL AND EMOTIONAL OUTCOMES	MENTAL OUTCOMES
INDIVIDUAL	Archery Horseshoes Wrestling Golf Badminton Tennis	Track & Field Table Tennis Deck Tennis Shuffleboard Bowling Croquet	Coordination, Agility, Posture Improvement, Speed, Accuracy, Endurance	Fun, Emotional Poise, Self-reliance, Sportsmanship	Carry-over Value, Skill Knowledge, Care & use of equipment
TEAM	Speedball Soccer Gatorball Softball Basketball Brisketball	Flag Football Field Hockey Cage Ball Volleyball Kickball	Physical Fitness, Emotional Poise, Growth & Strength, Agility & Coordination, Good Posture Habits, Develop Motor Skills	Poise, Sportsmanship, Initiative & Leadership, Social Acceptance, Fun, Spirit, Aesthetic Qualities	Carry-over Value, Terminology & Rule Knowledge, Game Appreciation, Safety, Care & use of equipment
AQUATICS	Beginning Swimming Intermediate Swimming Advanced Swimming Water Safety Basic Life Saving Junior Life Saving		Coordination, Endurance, Agility, Muscle Tone, Poise, Skills	Fun, Self-reliance, Cooperation	Care & use of equipment, Skill Knowledge, Self-expression, Creativity, Safety
RHYTHMS	Folk Dancing Square Dancing		Individual Body Control, Coordination, Ability to Keep Time	Personal Poise, Self-confidence, Social Etiquette, Desirable Social Traits, Fun	Care & use of equipment, Terminology, Courtesy
SELF-TESTING	Gymnastics Physical Fitness Exercises Stunts Weights (8th grade)	Track & Field Circuit Rotation Tumbling	Fitness & Muscle Control, Posture, Agility, Improved Health, Endurance, Body Coordination	Fun, Personal Recognition, Social Acceptance, Leadership, Good Sportsmanship, Build Confidence	Leadership, Skill & Rule Knowledge, Safety, Care & use of equipment, Sense of Responsibility
OUTDOOR EDUCATION	Knot Tying Hiking Map & Compass Reading Use of Knife & Axe	First Aid Bait Casting	Flexibility, Coordinated Movements, Physical Fitness, Improved Health	Poise, Social Acceptance, Cultural Values, Fun	Carry-over, Self-reliance, Self-expression, Appreciation, Sense of Responsibility, Care & use of equipment

S E C O N D A R Y

BOYS
GRADES 9, 10, 11, 12

	ACTIVITIES		PHYSICAL OUTCOME	SOCIAL & EMOTIONAL OUTCOMES	MENTAL OUTCOMES
INDIVIDUAL	Tennis Golf Archery Handball Badminton Bowling	Table Tennis Wrestling Bait Casting Shuffleboard Horseshoes	Coordination, Agility, Posture Improvement, Speed, Accuracy, Endurance	Lifetime Values, Sportsmanship, Fun, Emotional Poise	Knowledge of Activities, Skill Knowledge, Self-reliance, Self-expression, Safety, Care & use of equipment.
TEAM	Soccer Speedball Softball Volleyball Gatorball	Flag Football Basketball Cage Ball Field Hockey	Total Physical Fitness, Growth, Physical Maturity, Strength, Stamina, Endurance, Coordination, Increased Skills, Agility	Fun, Carry-over Value, Spirit, Individual Recognition, Social Acceptance	Self-confidence, Competitive Experiences, Leadership, Appreciation, Responsibility, Knowledge of Activities, Rules, Safety, Care & use of equipment
AQUATICS	Swimming Boating Competitive Swimming Jr. & Sr. Life Saving	Water Sports Water Polo	Coordination, Endurance, Muscle Tone, Strength, Poise, Physical Fitness	Fun, Cooperation, Poise, Lifetime Value.	Skill Knowledge, Self-expression, Self-reliance, Safety, Knowledge of Activity, Care & use of equipment
RHYTHMS	Folk Dancing Square Dancing Free Exercise		Body Control, Movement, Muscle Tone, Coordinated Movements, Good Posture	Fun, Poise, Cultural Values, Recreation, Lifetime Values	Relaxation, Self-confidence, Courtesy, Knowledge of Activities, Care & use of equipment
SELF-TESTING	Testing Stunts Tumbling Gymnastics	Physical Fitness Circuit Training Weight Training Track & Field	Physical Fitness, Improvement, Strength, Agility, Speed & Stamina, Coordination Flexibility, Neuro-muscular skills, Posture, Endurance	Fun; Desirable Social, Mental, and Emotional Response	Personal Health, Leadership, Knowledge of Values, Responsibility, Self-confidence, Self-control, Skills & Rules Knowledge, Safety, Care & use of equipment
OUTDOOR EDUCATION	Camping First Aid Bait Casting	Knot Tying Hiking Nature Trails	Increase Skills, Physical Fitness, Coordinated Movements, Flexibility, Improved Health	Fun, Poise, Social Acceptance, Cultural Values	Carry-over Values, Self-reliance, Self-expression, Appreciation, Sense of Responsibility, Care & use of equipment, Leadership

PHYSICAL FITNESS TESTS

Recommended Policies and Procedures for the Administration of Fitness Tests (AAHPER)

1. Each teacher should be familiar with the information to be recorded and the test items to be administered.
2. Students or other assistants must be well qualified to administer, score and record test items.
3. The tests should be administered between the date of January 1 and April 1 to all physical education students 10 years and over when applicable.
4. Tests should not be administered to any student whose health state is questionable.
5. Personal information should be complete and accurate.
6. Student's height, weight and age should be taken within one month of the time that the tests are to be administered.
7. To weigh, student is to be dressed in gymsuit with no outer garments and barefoot.
8. To measure height, student is to be barefoot and should stand with feet together and knees straight.
9. Whenever possible, all test items should be administered within a week.
10. Students are not allowed to practice the specific test items or permitted to be retested.
11. Reference should be made to the appropriate tables in the AAHPER Youth Fitness Test **Manual** to determine classification.

ADAPTIVE PHYSICAL EDUCATION

Provisions for adapted physical education activities should be made through one or more of the following approaches:

Regular Physical Education Classes

- Modification for certain students.
- Participation in segments of the planned class program.
- Accommodation of special cases in the regular class period.

Special Classes

- Formation of one or more special classes when numbers warrant.
- Assignment to these classes on a temporary basis.

P H Y S I C A L E D U C A T I O N D E P A R T M E N T

PHYSICIAN'S REQUEST FOR SPECIAL PHYSICAL EDUCATION PROGRAM

PUPIL _____ ADDRESS _____

HOME TELEPHONE _____ DATE _____

Dear Doctor:

The above named pupil has requested an excuse from physical education. Since Physical Education is a required subject, the program at _____ is so varied that every pupil attending school should derive benefit from some phase of this program. Daily class of _____ minutes with about _____ minutes for undressing, showers, and dressing, leave _____ minutes for actual activity.

Please check ( ) either generally or individually the type of activities which you recommend for this pupil.

( ) Strenuous	( ) Moderate	( ) Mild
____ Basketball	____ Dance	____ Corrective Exercise
____ Cageball	____ Bowling	____ Shuffleboard
____ Field Hockey (Girls Only)	____ Golf	____ Horseshoes
	____ Shooting Baskets	____ Playing Catch
____ Flag Football	____ Swimming	____ Table Games
____ Weight Training	____ Table Tennis	____ Walking
____ Soccer Type	____ Volley Ball	____ Archery
____ Handball	____ Badminton Practice	____ Golf Practice
____ Tumbling	____ Softball	____ Deck Tennis
____ Gymnastics	____ Tennis Practice	____ Croquet
____ Badminton - Game		____ Officiating
____ Tennis - Game		____ Rest
____ Track and Field		____ Throwing
____ Wrestling (Boys Only)		
____ Obstacle Course		

Up to the date of _____ please restrict this student's activities as indicated above. This pupil is under my care for (please specify):

_____

_____

_____

Special Recommendations: _____

_____

_____

PHYSICIAN _____ ADDRESS _____ DATE

_____
PARENTS SIGNATURE

MOVEMENT EXPLORATION

Movement exploration provides children in the primary and intermediate years an opportunity to develop motor skills that will prepare them to progress to the various "readiness" stages.

The goals of movement exploration are identical to those of any physical education program: fitness, motor development, mental and social emotional growth. The uniqueness of the program revolves around the approach and techniques used to attain these goals and the child's responses to the teacher's questions.

Movement exploration involves the following:

1. Teacher identifies the particular movements and skills the child should experience.
2. Introduction of movement and skills in the form of a challenge which is geared for the level of the participant.
3. Challenges should increase in difficulty in a logical progression both during the single class period and over a longer range of time.
4. The question should be phrased so that it is specific enough for most of the responses to be anticipated and yet sufficient latitude to encourage individual interpretation.
5. After the question is presented, the teacher should be able to distinguish between correct and incorrect responses.
6. Individual interpretations of the challenges should be expected and encouraged.
7. The teacher should strive to be creative and spontaneous in the presentation of the challenges.

RAINY DAY

Rainy day activities will be determined by the equipment and facilities, which include multi-purpose rooms, at each school. This is a good time for films, recreational games, written test, lectures, and rhythmical activities.

* See syllabus of Simple Activities and Games

FIRST AID

A unit of instruction in First Aid including Mouth to Mouth Resuscitation, should be introduced K-3 and completed prior to Grade 6. This unit should be reviewed at the secondary level.

Chapter 4

Skill Guidelines for Recommended Activities

Total fitness is a by-product resulting from good physical education.

INDIVIDUAL SPORTS

Archery Badminton Bowling Golf

Handball Tennis Wrestling

SKILL GUIDELINES FOR RECOMMENDED ACTIVITIES

All schools in Brevard County should provide a quality physical education program. The physical education curriculum is the vehicle for achieving the objectives of the program. The program in turn must ultimately meet the needs of every child. Therefore, the curriculum must reflect the varying growth and development rates of students at all levels. A good curriculum should be developed sequentially and should encompass the following:

Grades K-3 — Developmental skills with emphasis on big muscle and vigorous activities. Begin development of finer co-ordinations.

Grades 4-6 — Continued "fitness" program. Basic skills in running, jumping, throwing. Balance and agility should be stressed. Sports skills and game knowledge should be included in the curriculum.

Grades 7-8 — A broad range in sports activities, advanced contioning and developmental activities with the additional emphasis on sports with carryover value.

Grades 9-12 — Stress physical fitness with more individual leadership. Place particular emphasis on sports, rhythmics, and activities which are of lifetime value.

The charts on the following pages have been divided by grade levels commensurate with growth, development, and needs of students. The charts indicate the level at which skills may be introduced and levels of additional experiences which will result in improved development and proficiency.

Example:

Volleyball Rotation	K-3	4-6	7-8	9-12
	x	x	x	x

Rotation could be introduced as early as K-3 in a modified game.

This skill will be reviewed 4-6, 7-8 and 9-12.

A R C H E R Y

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Brace			x	x	
2. Shooting					
Stance			x	x	
Grip			x	x	
Nocking			x	x	
Drawing			x	x	
Anchoring			x	x	
Aiming			x	x	
Release			x	x	
Follow-through			x	x	
Retrieving			x	x	

SAFETY

- Drawing a bow without an arrow can result in overdrawing and the possibility of breaking the bow and hitting a person nearby.
- Do not shoot arrows which have flaws either in the shaft, fletching, pile, or nock.
- Shoot arrows in the air only on a regulation clout range.
- Wear clothing that will not hamper the release and cause arrow deflection.
- Wear finger tabs and an arm guard for comfort and protection.
- Rotate upper arm of bow arm inward to avoid hitting elbow with the bowstring.
- Never place an arrow on the string unless you are ready to shoot at the target.
- Never point a "loaded" bow at someone.
- Do not shoot while someone is in front of the shooting line or is standing near the target.
- No one should stand directly in front of the target as arrows are being withdrawn. Eye injuries could result.

SKILL TEST EXAMPLE

Archery Skills Test Manual (Boys and Girls) 242-07328 - 75¢
Many rounds are suggested and described in the DGWS Archery Guide. These rounds vary in distance, number of arrows and skill needed. Skill test may be made up by using official rounds and keeping score properly and also by modifying these rounds to better suit the time element.

SUGGESTED REFERENCES

DGWS Guide
"Archery World" Magazine, 24 South Reading Avenue, Boyertown, Pennsylvania 19512
"Bow and Arrow" Magazine, 116 East Badillo, Corina, California 91722
National Archery Association, 2833 Lincoln Hwy. East, Ronks, Pennsylvania 17572
Klann, Margaret L., Target Archery. Addison-Wesley Publishing Co., Inc., 440 Park Avenue South, New York, New York 10016

Archery, Continued

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-123	Archery for Girls 10 min. Coronet - B & W Expert archers demonstrate the fundamental techniques of shooting - proper stance, nocking the arrow, the draw, aim, and the loose. Stresses relaxation and practice.	J-S-C

B A D M I N T O N

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Grip		x	x	x	
2. Stance		x	x	x	
3. Serve					
Long		x	x	x	
Short		x	x	x	
4. Strokes					
Forehand		x	x	x	
Backhand		x	x	x	
Overhead			x	x	
Smash			x	x	
Drive				x	
Drop				x	
Clear			x	x	
Hair Pin				x	
5. Strategy					
Singles				x	
Doubles				x	
6. Game Play			x	x	

SAFETY

- Proper Dress
- Proper Lighting
- Awareness of Others
- Sufficient Clearance Around the Playing Court

SKILL TEST

- Wall Volley Test
- Serve
- Serve and Clear
- Shuttle Footwork Test

SUGGESTED RESOURCES

American Badminton Association, 20 Wamesit Road, Waban 68, Massachusetts
American Badminton Association, 1805 South 55th Avenue, Chicago 50, Illinois
DGWS Guide

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-124	Badminton Fundamentals 11 min. Coronet - B & W Fundamental skills and rules of badminton are demonstrated by both experts and novices.	J-S

B O W L I N G

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Grip		x	x	x	
2. Stance		x	x	x	
3. Approach		x	x	x	
4. Swing		x	x	x	
5. Release		x	x	x	
Straight		x	x	x	
Hook				x	
Curve				x	
6. Aim		x	x	x	
7. Picking-Up Spares			x	x	
8. Game Play				x	
Lead-Up		x	x	x	
Modified		x	x	x	
Regulation			x	x	

SAFETY

- Proper Footwear
- Proper Bowling Ball
- Abide by the Rules

SKILL TEST EXAMPLE

The score in bowling serves as an indication of relative ability and, when a record of scores is kept, a measure of improvement.

SUGGESTED REFERENCES

DGWS Guide
American Bowling Congress and American Junior Bowling Congress,
1572 East Capitol Drive, Milwaukee, Wisconsin
Brunswick, 69 West Washington, Chicago, Illinois 60602
Lifetime Sports Foundation
Ideas for Bowling Instruction, AAHPER - 245-07916, $1

G O L F

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Grip			x	x	
2. Stance			x	x	
3. Swing					
Half				x	
Third				x	
Full			x	x	
4. Club Play					
Woods					
1-3				x	
Irons					
7-8-9			x	x	
5-6				x	
Chipping				x	
Putting				x	
5. Game Play					
Lead-Up			x	x	
Modified			x	x	
Regulation				x	

SAFETY

- Do all practicing in designated areas.
- Have proper range in all directions when using live balls.
- If a ball is hit in the direction of other players, call "fore." Players in danger zone should cover head, bend forward and face away from the call.

SKILL TEST EXAMPLE

- Have students demonstrate the correct form for the various strokes.
- Have students do the following for distance and accuracy: drive, chip, and putt.
- Game score

SUGGESTED REFERENCES

Ideas for Golf Instruction, AAHPER, 245-07756, $1 (Lifetime Sports)
USGA, Golf Rules in Pictures
DGWS Guide
National Golf Foundation, 804 Merchandise Mart, Chicago, Illinois 60654
"Golf Teaching Kit" - $5; "Golf Instructor's Guide" - $3. -- National Golf Association.

Golf, Continued

FILMS: BREVARD COUNTY

No.	Title and Description	Level
12-105	Building Your Swing 27 min. N.G.F., B & W How the swing is developed, stance, rhythm, movements of upper and lower body explained with unusual movie techniques.	J-S
8-374	Pitching and Sand Shots 12 min. U.G.F., Color Teaching fundamentals of pitching, pitch and run, and explosion shots out of sand traps.	J-S

H A N D B A L L

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Serves					
High Lob				x	
High Sharp Angle				x	
Low Sharp Angle				x	
2. Use of Hand					
Flat Hand				x	
Cupped Hand				x	
Punch Ball				x	
3. Strokes					
Straight Arm Underhand				x	
Bent Arm Underhand				x	
Straight Side Arm				x	
Bent Arm Overhand				x	
4. Strategy					
Offense				x	
Defense				x	
5. Game Play					
Lead-Up	x	x	x	x	
Modified				x	
Regulation				x	

SAFETY

- During regular class periods, students should wear a guard if glasses are worn. Eyeglass guards should be provided by the students.
- It is suggested that one not "go after" a ball in a rally that might necessitate the player leaving his feet or going to his hands in endeavoring to play the ball. Such incidents are highly conductive to personal injury and are not advised for the sake of making a point.
- The student should always look forward while playing.
- Clean courts before playing.
- Clear area around court of any obstacles that could cause injury to participants.

SKILL TEST

- Serve
- Wall Volley
- Volley Accuracy

SUGGESTED REFERENCES

U. S. Handball Association, 4101 Dempster Street, Skokie, Illinois

T E N N I S

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Grip					
Forehand			x	x	
Backhand			x	x	
Serve			x	x	
2. Stance			x	x	
Forehand			x	x	
Backhand			x	x	
Lob			x	x	
Volley				x	
Chop				x	
Smash				x	
3. Serve			x	x	
4. Strategy					
Single				x	
Offensive				x	
Defensive				x	
Doubles				x	
Offensive				x	
Defensive				x	
5. Game Play					
Lead-Up			x	x	
Modified			x	x	
Regulation				x	

SAFETY

- Check playing area for obstacles, glass, stones and slippery spots.
- Plan alignment of class for each type of practice to avoid dangerous situations.
- Allow hitting in one direction only.
- Plan proper spacing of students.
- Make provisions for left-handed players.

SKILL TEST

- Hitting a Dropped Ball
- Hitting a Tossed Ball
- Wall Volley Test
- Serve
- Volleys

SUGGESTED REFERENCES

"Ideas for Tennis Instruction" AAHPER, 245-07758, $1
"Tennis Fundamentals" General Tire and Rubber Company, Akron, Ohio $.25
Ball Boy Company, "Tennis Scope" Quarterly, 27 Melburn Street, Bronxville, New York 10708
DGWS Guide (see AAHPER)
U. S. Lawn Tennis Association, 120 Broadway, New York, New York 10005

W R E S T L I N G

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Positions					
Standing			x	x	
Referee					
Top			x	x	
Bottom			x	x	
2. Takedowns and Counters					
Leg Drops					
Single			x	x	
Double			x	x	
Hip Throw			x	x	
Standing Trip			x	x	
3. Breakdowns and Counters					
Crossface and Ankle			x	x	
Tight Waist			x	x	
Near and Far Ankle			x	x	
Head Lever			x	x	
4. Escapes and Counters					
Switch			x	x	
Stand-Up			x	x	
Rolls					
Forward			x	x	
Power			x	x	
Sit-Out and Turn-In			x	x	
5. Pinning Combinations and Come Outs					
½ Nelson and Crotch			x	x	
Cradle			x	x	
¼ Nelson and Crotch			x	x	
6. Match Strategy					
Offensive				x	
Defensive				x	
7. Lead-Up Activities	x	x	x	x	

SAFETY

- Wrestle only in properly padded areas.
- Wrestlers should be paired according to weight and degree of ability.
- Proper tights or sweatsuits and protective head guards should be worn
- Any type of jewelry should be removed before wrestling.
- Fingernails should be closely trimmed.
- Rough tactics should not be practiced.
- Abide by regulation rules.

SKILL TEST

- Position
- Escapes and Holds
- Breakdowns
- Pinning Combinations

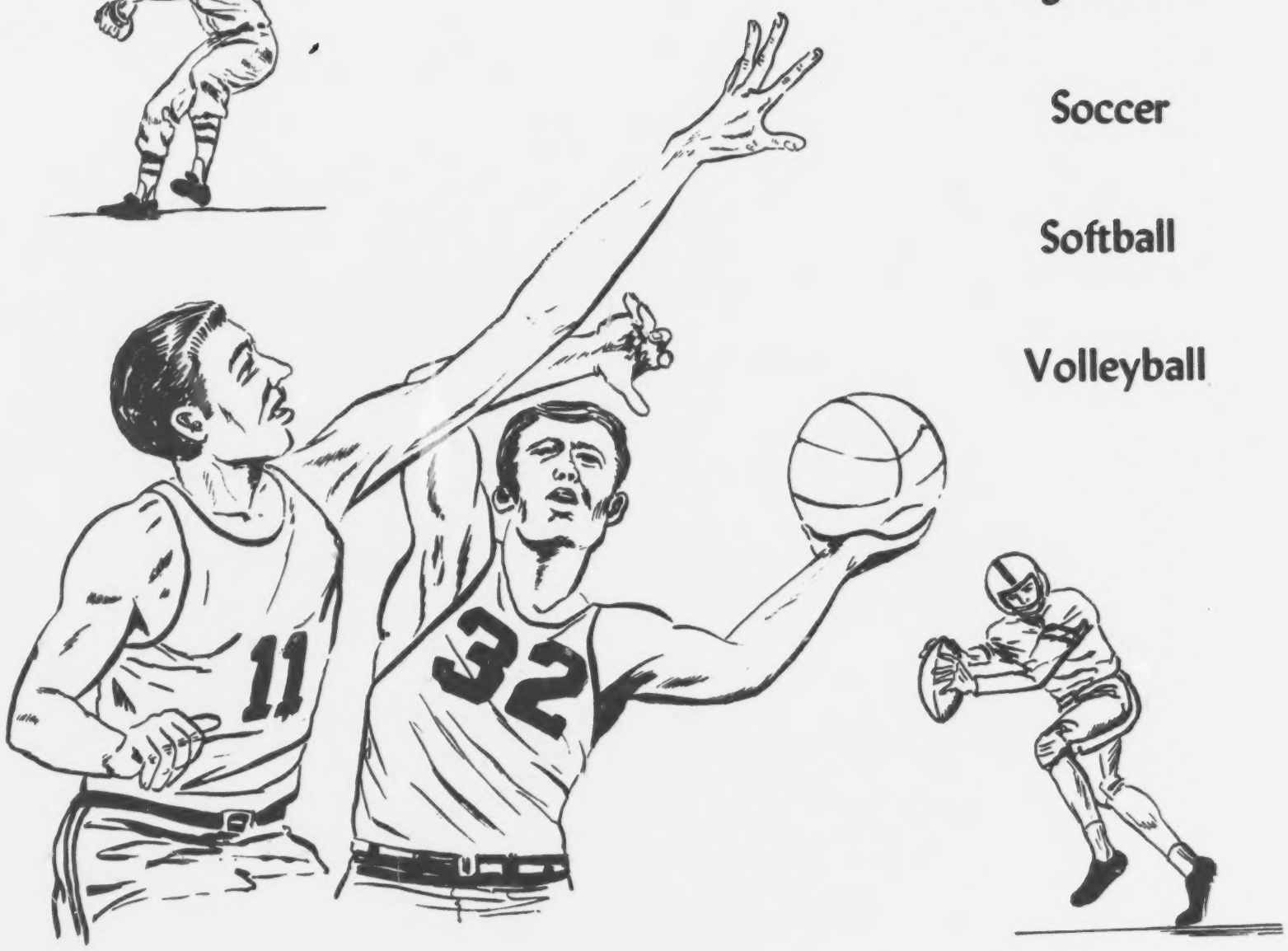
SUGGESTED REFERENCES

NCAA Rules
United States Naval Institute, Annapolis, Maryland, V5 Series

FILMS: BREVARD COUNTY

No.	Title and Description	Level
8-394	Wrestling: Breakdowns into Pinning Combinations 11 min. Colburn Association - B & W Self-explanatory	J-S
8-393	Wrestling: Escapes and Reversals 11 min. Colburn Association - B & W Self-explanatory	J-S
8-392	Wrestling Skills: Starting Positions and Takedown 11 min. Colburn Association - B & W Self-explanatory	J-S

TEAM SPORTS



Basketball

Field Hockey

Flag Football

Soccer

Softball

Volleyball

B A S K E T B A L L

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Passing					
Chest	x	x	x	x	
1 Hand Bounce			x	x	
2 Hand Bounce	x	x	x	x	
2 Hand Over Head		x	x	x	
Shoulder		x	x	x	
1 Hand Underhand		x	x	x	
2 Hand Underhand	x	x	x	x	
Hook				x	
Side Arm			x	x	
2. Catching					
Below Waist	x	x	x	x	
Above Waist	x	x	x	x	
3. Shooting					
Chest	x	x	x	x	
1 Hand Push		x	x	x	
2 Hand Over Head			x	x	
Lay Up		x	x	x	
Hook				x	
Jump			x	x	
2 Hand Underhand	x	x	x	x	
4. Dribbling	x	x	x	x	
5. Individual Tactics					
Pivot			x	x	
Guarding					
Man to Man		x	x	x	
Zone			x	x	
Offensive Maneuvers		x	x	x	Feint-Fake-Dodge
Rebounding		x	x	x	
Screen			x	x	
Jumping	x	x	x	x	
6. Team Tactics					
Defensive Strategy			x	x	
Offensive Strategy			x	x	
7. Game Play					
Lead-Up	x	x	x	x	
Modified Game	x	x	x	x	
Regulation		x	x	x	

SAFETY

- Shoes should fit properly and be laced to the top to prevent ankle injuries.
- Warm up properly before each game practice.
- Treat blisters, floor burns, bruises, and abrasions immediately.
- Be conscientious about training rules. Your best protection is top condition.

SKILL TEST

- Time Dribble (Any Distance)
- 30 Second Short Shot
- Free Throw Shooting
- 30 Second Wall Pass

SUGGESTED REFERENCES

Basketball Skill Test Manual; AAHPER; Boys #242-07698, $.75
Girls #242-07736, $.75.
DGWS Guide - Girls
Basketball Rules, AAU, DGWS, NCAA, NFSHSAA
Fourth and Fifth National Institue of Girls and Women Sports
Basketball Technique Charts, DGWS

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-111	Ball Handling in Basketball 9 min., EBF, B&W Illustrates approved methods of holding the ball, catching it, and passing it. Emphasizes importance of relaxation, rhythm, and balance.	J-S-C
4-125	Basketball for Girls 11 min., Coronet, B&W Fast action and skillful players combine to show fundamental techniques of ball handling, passing, and shooting.	J-S-C
8-27	Basketball Fundamentals 15 min., Coronet, B&W Certain fundamental skills are the foundation upon which winning basketball teams are built. In this up-to-date film the University of Cincinnati basketball team demonstrates the fundamentals of dribbling, passing, shooting, and body handling and defensive play.	J-S-C
4-112	Defensive Footwork in Basketball 10 min., EBF, B&W Analyzes the two basic defense moves: (1) the parallel movement, which governs lateral guarding motions, and (2) the stride, which governs advance and retreating motions.	J-S-C
4-113	Shooting in Basketball 10 min., EBF, B&W Utilizes unique motion picture techniques to demonstrate fundamentals of effective shooting in basketball.	El.-J-S

F I E L D H O C K E Y

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Grip			x	x	
2. Dribble			x	x	
3. Passing					
Straight Drive			x	x	
Left Drive				x	
Right Drive				x	
Push Pass			x	x	
Flick				x	
4. Fielding					
Stick Stop			x	x	
Hand Stop				x	
5. Tackles					
Straight			x	x	
Left Hand Lunge			x	x	
Circular				x	
6. Dodge					
Pull to the Left			x	x	
Non-Stick Side			x	x	
Scoop			x	x	
7. Defensive Strategy			x	x	
8. Offensive Strategy			x	x	
9. Game Play					
Lead-Up			x	x	
Modified			x	x	
Regulation			x	x	

SAFETY

- Adequate supply of shin guards
- Necessary equipment for goal keeper
- Level and clean field
- Teach proper use of sticks

SKILL TEST

- Dribbling
- Goal Shooting
- Fielding and Drive

SUGGESTED REFERENCES

- USFHA Field Hockey Association (Official Publication)
- DGWS Guide
- Josephine Lees and Betty Shellenburger, Field Hockey; 1969; Ronald Press Company, 79 Madison Avenue, New York, New York 10016; 147 pp; $5.

F L A G F O O T B A L L

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Throwing	x-B *	x-B	x-B	x	
2. Catching	x-B	x-B	x-B	x	
3. Punting		x-B	x-B	x	
4. Place Kick		x-B	x-B	x	
5. Stance		x-B	x-B	x	
6. Center Snap	x-B	x-B	x-B	x	
7. Offensive Strategy		x-B	x-B	x	
8. Defensive Strategy		x-B	x-B	x	
9. Game Play					
Lead-Up	x-B	x-B	x-B	x	
Modified		x-B	x-B	x	
Regulation		x-B	x-B	x	
* Boys Only					

SAFETY

- The playing field should be level with no holes or obstructions on it.
- To prevent danger of muscle strain, players should do a short warm-up period before every game.
- Rough and/or illegal tactics should not be tolerated.

SKILL TEST

- Passing for accuracy
- Passing for distance
- Catching "x" number of passes
- Punting for accuracy
- Punting for distance

SUGGESTED REFERENCES

- Voit Rubber Company
- Athletic Institute Official Flag Football Rules

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-114	Ball Handling in Football 10 min., EBF, B & W Demonstrates correct fundamentals in catching ball passed and handling ball in close and spinner plays.	J-S-C
4-129	Football Fundamentals: Blocking and Tackling 11 min., Coronet, B & W The head-on tackle, the tackle from the side, and the forearm shiver. In blocking on the offense, we see the shoulder block, cross body block and reverse body block and the use of the extended shoulders.	J-S

S O C C E R

SKILL	K-3	4-6	7-8	9-12	COMMENT
1. Footwork					
Dribbling	x	x	x	x	
Passing		x	x	x	
Trapping		x	x	x	
Drop-Kick			x	x	
Place-Kick		x	x	x	
Punt		x	x	x	
Tackling			x	x	
2. Volleying			x	x	
3. Blocking			x	x	
4. Heading				x	
5. Offensive Strategy			x	x	
6. Defensive Strategy			x	x	
7. Game Play					
Lead-Up		x	x	x	
Modified		x	x	x	
Regulation			x	x	

SAFETY

- Balls in good condition and blown up to proper poundage.
- Level and clean field.
- Adequate supply of shin guards.
- Play positions, avoid bunching up.

SKILL TEST

- Dribble for speed
- Obstacle dribble for speed
- Passing for accuracy
- Kick for distance
- Kick for goal

SUGGESTED REFERENCES

- DGWS Guide - Girls
- Official NCAA Soccer Guide - Boys

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-116	Soccer for Girls 11 min., Coronet, B & W Demonstrations of the various traps, dribbles, and and passes of soccer.	J-S-C
4-505	Soccer for Girls 11 min., Coronet, B & W Skilled players demonstrate the various traps, dribbles, and passes of soccer.	J-S
4-119	Speedball for Girls 11 min., Coronet, B & W Explains players positions on the field, rules of the game, and techniques in developing team cooperation and individual skills.	J-S-

S O F T B A L L

SKILL	K-3	4-6	7-8	9-12	COMMENT
1. Throwing					
Overhand	x	x	x	x	
Underhand	x	x	x	x	
Sidearm				x	
2. Catching					
Thrown Ball	x	x	x	x	
Fly		x	x	x	
Grounder	x	x	x	x	
3. Batted Ball					
Fly		x	x	x	
Grounder	x	x	x	x	
4. Pitching		x	x	x	
5. Batting					
Stance	x	x	x	x	
Grip	x	x	x	x	
Swing	x	x	x	x	
Release	x	x	x	x	
Timing		x	x	x	
Bunt			x	x	
Place Hitting				x	
6. Base Running	x	x	x	x	
7. Offensive Strategy		x	x	x	
8. Defensive Strategy		x	x	x	
9. Game Play					
Lead-Up	x	x	x		
Modified	x	x	x		
Regulation		x	x	x	

SAFETY

- Be sure the playing area is free from hazards, such as: broken glass, coke cans, sharp stones, holes, poles and various types of wire.
- Stress proper footware.
- Stress dropping the bat after a hit instead of throwing it.
- The bat handle should be taped to provide a better grip.
- Start each game with a warm-up of the legs, back and arms.
- All equipment not in use should be kept in one place away from the playing area.
- Keep all balls going in the same direction during warm-up.
- Treat all cuts and abrasions as soon as possible.
- Learn the basic skills properly -- catching the ball, making the throw, running the bases and sliding.
- Keep your eye on the ball.
- Abide by rules.

SKILL TEST

- Catching "X" number of balls
- Throwing for accuracy
- Throwing for distance
- Batting "X" number of balls
- Base running for time

SUGGESTED REFERENCES

Softball Skill Test Manual; AAHPER; Boys #242-07696, $.75;
Girls #242-07734, $.75
DGWS Guide - Girls
Amateur Softball Association and Rules, Fast and Slow Pitch, 11 Hill Street, Newark, New Jersey
NFSHSAA
Softball Techniques Chart D.G.W.S.

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-126	Batting Fundamentals 11 min., Coronet - B&W Selection of the right bat, using the correct grip, taking a proper stance, keeping an eye on the ball, using a level swing into the ball.	J-S-C
4-128	Catching Fundamentals 11 min., Coronet - B&W The basics of good catching are demonstrated; catching itself, including signals, stance, and catching the pitch.	J-S
4-118	Softball Fundamentals for Elementary Schools 11 min. Bailey - B&W Self-explanatory	El
4-110	Throwing in Baseball 11 min. E.B.F. - B&W Analyzes four accepted throws in baseball; the overhand, the three-quarter, the side-arm, and the underarm.	J-S-C

V O L L E Y B A L L

SKILL	K-3	4-6	7-8	9-12	COMMENT
1. Serve					
Underhand		x	x	x	
Overhand			x	x	
2. Passing - Volleying					
Overhead		x	x	x	
Bump			x	x	2 Hand
Dig			x	x	1 Hand
3. Spike		x	x	x	
4. Dink		x	x	x	
5. Rotation	x	x	x	x	
6. Net Recovery		x	x	x	
7. Blocking		x	x	x	
8. Offensive Strategy			x	x	
9. Defensive Strategy			x	x	
10. Game Play					
Lead-Up	x	x	x		
Modified	x	x	x		
Regulation		x	x	x	

SAFETY

- Teach proper skills to avoid injury and proper use of hands in blocking, spiking and passing.
- Keep the space surrounding the play area free from obstacles

SKILL TEST

- Wall Volley - 30 Seconds
- Serving
- Set-Up

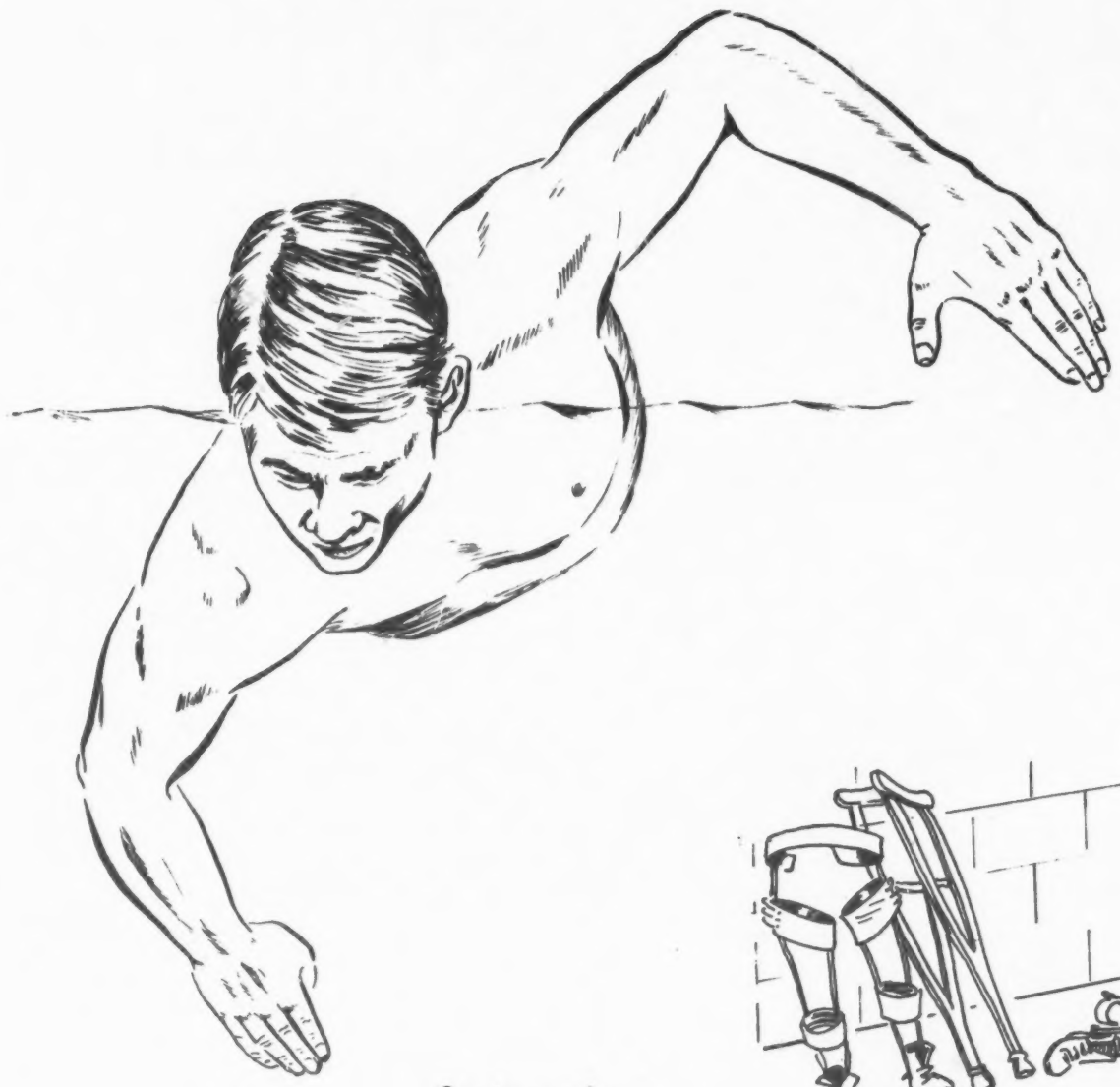
SUGGESTED REFERENCES

U.S. Volleyball Association, Berne, Indiana
DGWS Guide: see AAHPER
Volleyball Skills Test Manual; AAHPER #242-07946; $.75
Fourth National Institute on Girls Sports; AAHPER #243-07854; $3.50
"Power Volleyball for Girls and Women", Janet Thigpen 144 pp $2.95,
Wm. C. Brown, 135 S. Locust Street, Dubuque, Iowa 52001

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-120	Volleyball for Boys 11 min., Coronet - B&W Demonstration of how to serve, volley, and spike the ball, covering methods of offensive and defensive play.	[illegible]

AQUATICS



Swimming

Canoeing

A Q U A T I C S

SKILL	Beg.	Adv. Beg.	Inter.	Swim	Adv. Swim
1. Swimming					
Adjustment	x	x			
Breath-Holding	x	x			
Rhythmic Breathing	x	x	x	x	x
Floats	x	x			
Glides	x	x			
Strokes					
Front Crawl	x	x	x	x	x
Trudgeon					x
Trudgeon Crawl					x
Back					
Finning	x	x			x
Sculling	x	x			x
Flutter Kick	x	x	x	x	x
Combined 1-3	x	x			x
Elementary Back		x	x	x	x
Back Crawl				x	x
Inverted Breast					x
Side Stroke			x	x	x
Over-Arm Side					x
Breast Stroke			x	x	x
Butterfly					x
Dives					
Standing Front	x	x	x	x	
Running Front	x	x	x	x	
Surface	x	x	x	x	x
Racing (Competitive)				x	x
Springboard (1-Meter)					
Forward					x
Backward					x
Reverse					x
Inward					x
Twist					x
Underwater Swim			x	x	x
Safety					
Level-Off	x	x			
Change Direction	x	x			
Turning Over	x	x			
Cramp Release	x	x	x	x	x
Treading Water	x	x	x	x	x
Reaching Assists	x	x	x	x	x
Mouth to Mouth Resuscitation		x	x	x	x
Survival Floating (Drown-Proofing)		x	x	x	x
Life Jacket		x	x	x	x
Wading Rescue			x	x	x
Ring Buoy			x	x	x
Disrobe				x	x
Improvised Floatation				x	x
Life Saving					x
Competitive Turns				x	x
Synchronized				x	x

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A Q U A T I C S

SKILL	K-3	4-6	7-8	9-12	COMMENTS
Canoeing					
1. Launching			x	x	
2. Docking			x	x	
3. Entrance			x	x	
4. Exit			x	x	
5. Gripping of Paddle		x	x	x	
6. Stroke					
Forward		x	x	x	
Backward		x	x	x	
Holds		x	x	x	
Draw (Pull-To)		x	x	x	
Pushaway		x	x	x	
Sweep		x	x	x	
Quarter		x	x	x	
Reverse		x	x	x	
Half		x	x	x	
Stroke		x	x	x	
Rudders					
Bow		x	x	x	
Cross Bow		x	x	x	
Sculling		x	x	x	
7. Safety					
Swamping		x	x	x	
Emptying		x	x	x	
Dock		x	x	x	
Shore		x	x	x	
Splash Out		x	x	x	
Canoe-Over Canoe Rescue			x	x	
Exchanging Places		x	x	x	

SAFETY

- Never allow students to swim unsupervised.
- No horseplay.
- Designate swimming areas for specific abilities.
- Require showers before entering the pool.
- Have life saving equipment available.

SKILL TEST

"Instructor's Manual: Swimming and Diving Courses"
American National Red Cross
Suggested Tests:
Form
Speed
Endurance
Safety Skills

SUGGESTED REFERENCES

American Red Cross
YMCA
DGWS Aquatic Guide
NCAA Rules
AAU Rules
Swimming World Publications, 12618 Killion Street, North Hollywood, Calif.
Second National Institute on Girls Sports-AAHPER (243-0720) $4.25
Counsilman, James E. "The Science of Swimming." Prentice-Hall, Inc., Englewood Cliffs, New Jersey
Spears, Betty "Beginning Synchronized Swimming."
Burgess, Minneapolis, Minn.

FILMS: BREVARD COUNTY

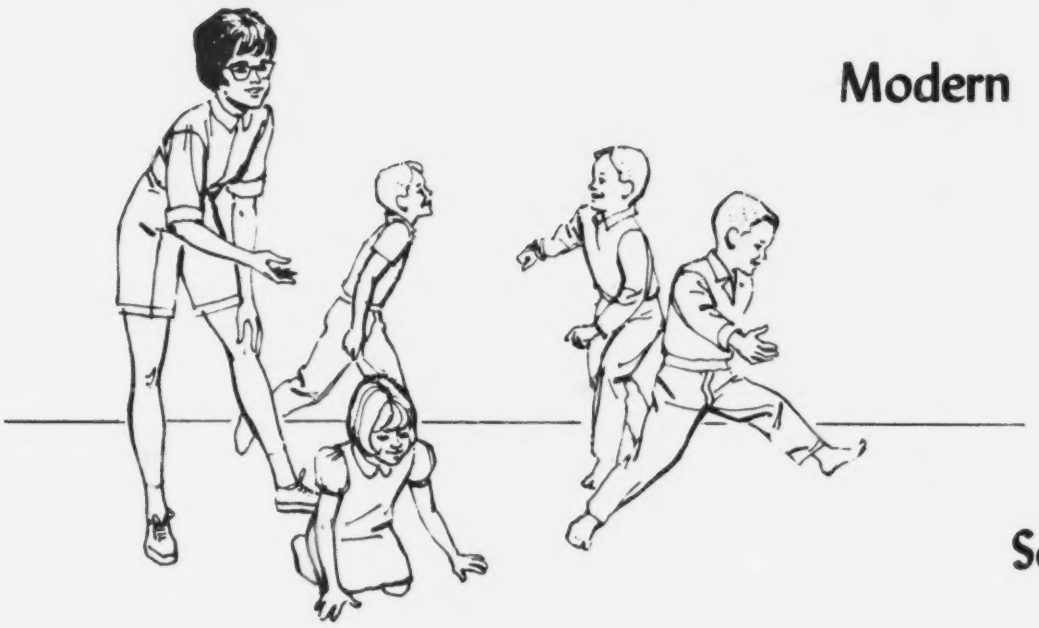
No.	Title and Description	Level
8-33	Breast Stroke, Sidestroke and Underwater Swimming 12 min., U.W.F. - B&W Takes each type of swimming and gives easily understood instructions.	El-J-S-C
4-394	Fundamentals of Diving 10 min., U.W.F. - B&W Here are pictured the first simple correct practices for learning angle of water entry, plus body and breath control.	El-J-S
12-124	Fundamentals of Swimming 32 min., American Red Cross B&W Self-Explanatory	
4-520	Introduction to Underwater Swimming 10 min., Bailey Films - Color Basic skills for all underwater swimming are featured in this film.	J-S
12-122	Learning How to Swim 28 min., American Red Cross - B&W Self-Explanatory	
4-137	Learning to Swim 11 min., U.W.F. - B&W United States Coast Guard film. Shows fundamentals of swimming	EL-J-S
12-123	Skilled Swimming 27 min., A.R.C. - B & W Self-Explanatory	J-S
4-136	Swimming - The Crawl Stroke 8 min., U.W.F. - B&W Demonstrates the kick and the arm movement employed in the crawl stroke and how they are combined.	EL-J-S-C

RHYTHMS

Square

Folk

Modern



Social

R H Y T H M S

SKILL	K-3	4-6	7-8	9-12	COMMENTS
Square Dance		x	x	x	
Positions		x	x	x	
Honors		x	x	x	
Do-Si-Do		x	x	x	
Swings		x	x	x	
Promenade		x	x	x	
Allemande			x	x	
Grand Right and Left		x	x	x	
Chain			x	x	
Right and Left Through			x	x	
Star			x	x	
Sashey			x	x	
Balance			x	x	
Arch			x	x	
Circle			x	x	
Basket			x	x	
Folk Dance					
Two Step	x	x	x	x	
Schottische		x	x	x	
Polka		x	x	x	
Grapevine		x	x	x	
Waltz				x	
Mazurka		x	x	x	
Chasse'		x	x	x	
Step-Hop		x	x	x	
Buzz		x	x	x	

SAFETY

- Dance on a smooth surface
- Use tennis shoes
- Keep record player in a safe place

SKILL TEST

Informal observation of specific dance skills by the teacher
Subjective judgment by the teacher of informal dance studies presented for classes.

SUGGESTED RESOURCES

"Dance Digest" - $3.00 per year - 376 Almaden Avenue, San Jose 10, California.
"Dance Magazine" - $6.00 per year - 231 West 58th Street, New York 19, New York.
"Dance Observer" - $2.00 per year - Box 473 Madison Square Station, New York 10, New York.
A World of Fun - Methodist Publishing House, Nashville, Tennessee.
Folk Dances for All - German, Michael, New York: Barnes and Noble
Dance A While - Harris, Pittman, and Waller. Minneapolis: Burgess Publishing Company, 1961.

Rhythms, Continued

The Square Dancers' Guide - Cowing, New York: Crown Publishers, Inc., Page 11-76.
Folk Dances from Near and Far, Folk Dance Federation of California, Berkeley, California.
World of Fun Records for Folk Dances and Games, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y.
The Folk Dancer, Michael Herman Folk Dance Series, P.O. Box 201, Flushing, N.Y. (records).
Hoctor Dance Records, Inc., Waldwick, N.J.
Folkcraft Records, 1159 Broad Street, Newark 5, New Jersey.
Educational Record Sales, 157 Chambers Street, New York 7, New York.

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-122	American Square Dance 11 min., Coronet B&W With an experienced caller and a narrator, the fundamental steps are explained.	J-S-C

R H Y T H M S

SKILL	K-3	4-6	7-8	9-12	COMMENTS
Modern Dance					
Locomotive					
Walk	x	x	x	x	
Skip	x	x	x	x	
Run	x	x	x	x	
Leap	x	x	x	x	
Gallop	x	x	x	x	
Slide	x	x	x	x	
Hop	x	x	x	x	
Jump	x	x	x	x	
Axial Movements					
Flexion	x	x	x	x	
Extension	x	x	x	x	
Rotation	x	x	x	x	
Qualities					
Pendular (Swings)					
Sustain	x	x	x	x	
Percussive	x	x	x	x	
Vibratory	x	x	x	x	
Falls	x	x	x	x	
Recoveries	x	x	x	x	
Contract	x	x	x	x	
Release	x	x	x	x	
Space					
Dimension			x	x	
Focus			x	x	
Level			x	x	
Direction			x	x	
Floor Pattern			x	x	
Composition					
Sequential			x	x	
Rondo			x	x	
Round			x	x	
Canon			x	x	
Theme and Variation			x	x	
Free			x	x	
Social Dance					
Waltz			x	x	
Fox Trot			x	x	
Rhumba			x	x	
Samba			x	x	
Tango			x	x	
Cha-Cha-Cha			x	x	

MODERN DANCE

SAFETY

- Proper warm-up period
- Emphasize importance of using leotards and tights
- Have enough space to allow free movement
- Keep record player in a safe place

SKILL TEST

Subjective judgement by the teacher
Informal observation by the teacher

SUGGESTED REFERENCES

Lockhart, Arleen. Modern Dance and Teaching Lessons. Dubuque, Iowa: William C. Brown, 1957.
Modern Dance Lockhart & Pease, Brown, 210 pages, $4.00.
Keynotes to Modern Dance, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y.
Andrews, Gladys. Creative Rhythmic Movement for Children. New York: Prentice-Hall, Inc. 1954.
Records:
AAHPER, Publications - Sales
Keynotes to Modern Dance Kit (Correlated records and books). Educational Activities, Inc., P.O. Box 392, Freeport, N.Y.

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-49	Rhythm - Instruments and Movements 11 min., E.B.F. - B&W. An unusual and exciting demonstration of rhythm activities in primary grades, this film tells how a second grade class learns to make its own instruments and create its own rhythms after seeing the Indian dances of Chief Thundering Hill.	El

SOCIAL DANCE

SAFETY

- Dance on a smooth surface
- Use tennis shoes
- Keep Record player in a safe place

SKILL TEST

Informal observation of specific dance skills by the teacher.
Subjective judgement by the teacher of informal dance studies presented for classes.

SUGGESTED REFERENCES

Records:

Columbia Records Education Department, 799 Seventh Avenue, New York 19, New York.
Decca Records, 50 West 57th Street, New York, N. Y.
Educational Record Sales, 157 Chambers Street, N. Y. 7, N. Y.
R. C. A. Victor Record Division, Box 58, Rockaway, New Jersey.

Bibliography:

"Dance Digest" $3.00 per year - 376 Almaden Avenue, San Jose 10, California.
"Dance Magazine" $6.00 per year - 231 West 58th Street, N. Y. 19, New York.
"Dance Observer" $2.00 per year - Box 473 Madison Square Station, New York 10, New York
Harris, J. A., Pittman, A., and Waller, M.S., Dance A While. Minneapolis: Burgess Publishing Co., 1961.
Hall, J. Tillman. Dance! A Complete Guide to Social, Folk, and Square Dancing. Belmont, California: Wadsworth Publishing Company, Inc. 1963.

FILMS: BREVARD COUNTY

No.	Title and Description	Level
8-28	Let's Dance 15 min., Coronet - B&W Good dancing is a skill that everyone can learn and enjoy if the fundamentals of dancing are clearly understood.	J-S
4-117	Social Dancing 11 min., Coronet - B&W Variation of two basic fox trot and waltz steps.	J-S-C

SELF-TESTING

Stunts and Apparatus

Tumbling

Gymnastics

Track and Field

G Y M N A S T I C S

A P P A R A T U S

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Balance Beam	x	x	x	x	
2. Parallel Bars			x	x	
3. Uneven Parallel Bars			x-G	x-G	
4. Horizontal Bar			x-B	x-B	
5. Vaulting					
Horse			x	x	
Buck			x	x	
Box		x	x	x	
6. Rings			x	x	
7. Ropes	x	x	x	x	
8. Side-Horse			x	x	
NOTE: DUE TO THE SCOPE OF ACTIVITY THE SKILL PROGRESSION WILL BE INCLUDED IN A SEPARATE SYLLABUS TO BE DEVELOPED AT A LATER DATE.					
G-Girls B-Boys					

SAFETY

- Do not try the stunts that are too difficult before easier stunts have been mastered.
- Use mats.
- Use spotters.
- Check equipment before performing to make sure that it is in a safe condition.
- Use chalk when applicable.

SKILL TEST

Gershon Test - Wisconsin State College in LaCrosse Subjective evaulation.
Wettstone Test of Gymnastics and Tumbling Potential Ability -
Penn State University, University Park, Pennsylvania.

SUGGESTED REFERENCES

D.G.W.S., Gymnastics Guide 1969-71 (243-08024) $1.25.

Gymnastics Apparatus, Continued

Fifth National Institute on Girls Sports - Coaching and Officiating in Basketball, Gymnastics, Track and Field. (243-08054) $3.50.

Second National Institute on Girls Sports (243-07220) $4.25.

Training of Judges for Girls Gymnastics (243-08056) $1.00.

A Teacher's Manual for Tumbling and Apparatus Stunts. Ryser, Otto E., Dubuque, Iowa: Wm. C. Brown Co., 1951.

Nissen Trampoline Company, 215 A. Avenue N.W., Cedar Rapids, Iowa.

Gymnastics for Elementary School Children, O'Quinn, 132 pp., $3.75., Wm. C. Brown Co.

Babbitt, Dian H., and Haas, Werner. Gymnastic Apparatus Excercises for Girls, New York: Ronald Press Co., 1964

Loken, Newton, The Complete Book of Gymnastics, Prentice Hall, New York.

Physical Education Aides, P. O. Box 5117, San Mateo, California 94402 (Wall Charts, Teaching Unit, Gymnastics and Tumbling).

G Y M N A S T I C S T U N T S A N D T U M B L I N G

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Rolls	x	x	x	x	
2. Balances	x	x	x	x	
3. Springs			x	x	
4. Stunts					
Beginning	x	x	x	x	
Intermediate		x	x	x	
Advanced			x	x	

SAFETY

- Students must never be allowed to attempt a stunt for which they have not learned the basic fundamentals.
- Students should never try an advanced stunt without the proper spotters.
- Basic fundamentals of breaking falls correctly.
- General safety of mat placements.
- Step by step instruction, making sure students have enough skill before progressing to next step.
- Organize and supervise carefully.
- Proper warm-up period.

SKILL TEST

Subjective Evaluation

SUGGESTED RESOURCES

1. Horne, Virginia, Stunts and Tumbling for Girls. New York: A.S. Barnes and Co., 1943.
2. AAU Guide, 233 Broadway, New York.
3. Gymnastics and Tumbling. Annapolis, Aviation Training Division, U.S. Naval Institute, 1950.

Refer to Gymnastic County Film List

FILMS: BREVARD COUNTY

No.	Title and Description	Level
4-121	Advanced Tumbling 11 min., Coronet - B&W Presents fourteen advanced stunts grouped in a balance progression, backward somersault progression, and forward somersault progression. Stresses that mastery of tumbling make athletes less prone to injury.	J-S-C

Gymnastic Stunts and Tumbling, Continued

No.	Title and Description	Level
4-127	Beginning Tumbling 11 min., Coronet - B&W Presents the two basic progressions in tumbling - the inverted balance and roll progressions. Demonstrates the flips, rolls, and stand, emphasizes skillful execution and gives students the foundation for performing each stunt.	J-S-C
4-135	Headsprings in the Gym 8 min., EBF - B&W Demonstrates the three fundamental parts of the headsprings -- the angle headstand, the push-up to the headstand, and the landing.	J-S-C
4-131	Intermediate Tumbling 11 min., Coronet - B&W Includes twenty stunts in handspring, balance, and somersault progressions. Companion stunts are shown and safety spotting is indicated.	J-S-C
4-115	Simple Stunts 11 min., Coronet - B&W An explanation of simple stunts for strength, skill and stunts with sticks. Safety precautions are emphasized.	El-J
4-521	Trampoline Fundamentals 11 min., Bailey - B&W The basic fundamentals of trampolining.	J-S

T R A C K & F I E L D

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Running Events					
50 yd. dash	x	x	x	x	
75 yd. dash		x	x	x	
100 yd. dash		x	x	x	
220 yd. dash		x	x	x	
440 yd. dash		x	x	x	
600 yd. dash		x	x	x	
880 yd. dash			x-B	x-B	
Mile				x-B	
2. Hurdling		x	x	x	Girls 50
60 yd.			x	x	and 80
120 yd.			x	x	
180 yd.				x	
3. Relays					
Shuttle	x	x	x	x	
Pursuit		x	x	x	
4. Jumping					
High		x	x	x	
Long					
Standing	x	x	x	x	
Running		x	x	x	
Triple				x	
Pole Vault				x	Technique only!
5. Throwing					
Discus			x	x	
Shot Put		x-B	x	x	

*Boys Only

SAFETY

- Warm-up exercises are necessary before participation.
- Check equipment, landing areas, running surfaces for obstructions.
- Proper instruction in each event to prevention of injury.

SKILL TEST

Timed running events
Measured distance field events

SUGGESTED REFERENCES

NCAA - Rules & Records, etc.
DGWS Guide
AAU - Rules and Records, etc.

Second and Third National Institute on Girls Sports - AAHPER (243-08054 5th) $3.50 (243-07220) $4.25.

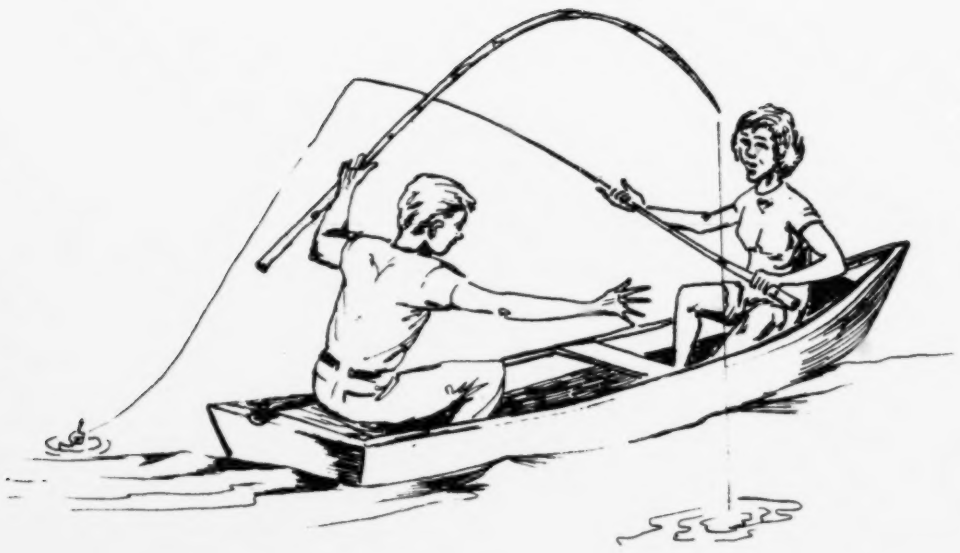
Track & Field Fundamentals for Girls and Women Walkefield, Harkins, Cooper. C. V. Mosby Co., 3207, Washington Blvd., St. Louis, Mo 63101. $8.50.

Kring, Ray - Complete Guide to High School Track and Field Coaching, Parker Publishing Co., West Nyack, New York, 1969.

FILMS: BREVARD COUNTY

No.	Title and Description	Level
8-32	Dashes, Hurdles, and Relays 18 min., EBF - B&W Employs the most direct method of teaching, by portraying outstanding performances under completely controlled circumstances.	J
4-132	Distance Races 10 min., EBF - B&W Careful study of form and style in the meter races and in the 1500 meter and 5000 meter races and the 3000 meter steeplechase. Contrasts style of the distance runner with that of the dash man.	J-S-C
12-4	Fundamentals of Track and Field 26 min., EBF - B&W Features demonstrations by Bob Mathias. Illustrates his special limbering-up drills, starting positions, starts and getaways, leg and arm action and stride. Specific events include: Broad jump, weight events, high jump, pole vault and hurdle events.	J-S
4-133	Jumps and Pole Vaults 11 min., EBF - B&W Analyze championship form in the high jump; broad jump; hop, step, and jump; and the pole vault.	J-S
4-134	Weight Events 11 min., EBF - B&W Demonstrations champion form in the shot-put, discus throw, hammer throw, and javelin events. Correct beginning stance, body poise, grip, and foot and leg action are emphasized.	J-S-C

OUTDOOR EDUCATION



O U T D O O R E D U C A T I O N

SKILL	K-3	4-6	7-8	9-12	COMMENTS
1. Camping					
Safety & First Aid		x	x	x	
Cooking		x	x	x	
Fire Building		x	x	x	
Selecting Camp Sites		x	x	x	
Equipment		x	x	x	
Arts & Crafts		x	x	x	
2. Fishing					
Safety & First Aid		x	x	x	
Equipment		x	x	x	
Natural Bait		x	x	x	
Casting			x	x	
Trolling		x	x	x	
Still Fishing		x	x	x	
Cleaning		x	x	x	
State Laws		x	x	x	
3. Boating					
Safety & First Aid		x	x	x	
Canoe		x	x	x	See Aquatics
Row		x			Section
Sail			x	x	
Power			x	x	
Care of Equipment		x	x	x	
State Laws					
4. Hunting					
Safety & First Aid		x	x	x	
Fire Arms			x	x	
Laws					
State		x	x	x	
Federal		x	x	x	
5. Hiking					
First Aid & Safety		x	x	x	
Map and Compass Reading		x	x	x	
Equipment		x	x	x	
6. Survival					
Safety, First Aid		x	x	x	
and Health		x	x	x	
Food		x	x	x	
Water		x	x	x	
Shelters		x	x	x	
Direction		x	x	x	
Rescue Signals		x	x	x	
7. Water Safety & Swimming					See Aquatics

Outdoor Education, Continued

SAFETY

- Survey equipment and grounds.
- Abide by safety rules of each outdoor activity.
- Respect of potential hazards of outdoor activities.

SKILL TEST

Subjective Evaluation

SUGGESTED RESOURCES

Classroom Out-of-Doors, Wilbur Schramn, Sequoia Press Publishers, 300 West Kalamazoo, Michigan.
Field Book of Nature Activities and Conservation, Hillcourt, William; Putnam's & Sons, New York, 1961.
A Leader's Guide to Nature-Oriented Activities, Van der Smissen, Betty and Oswald Goering; The Iowa State University, Ames, 1968.
Rifle Instruction Wall Chart, Daisy Mfg. Company, Rogers, Arkansas.

Chapter 5

Intramurals and Intermurals

A wide variety of activities for all.

INTRAMURALS

Intramurals are organized programs of supervised team, individual, or group physical activities in which students within a school participate or compete voluntarily.

The Place of Intramurals in Education

The program of intramurals should achieve the objectives of education by providing opportunities for and encouraging involvement in safe and suitable activities for children and youth.

A major role of intramurals is the development of wholesome attitudes regarding the value which physical activity has in modern living.

Objectives

- Provide opportunities for the application of skills learned in regular physical education classes in actual game situations.
- Development of accepted social and moral values through observing and exemplifying desirable sportsmanship.
- Development of self-direction and student leadership through responsibilities in the control and management of the activities.
- Development of strength, endurance, and neuromuscular coordination.
  Development of group loyality and school morale.
- To provide the students opportunities for fun and enjoyment.
- To provide students with an opportunity for satisfaction and a feeling of achievement through participation in competitive situations.

Organization and Administration

Leadership

Director of Intramurals

The director is the member of the faculty selected by the principal who has direct authority to organize and administer the program. He must have high interest, enthusiasm and "know-how." He is responsible for:

- Educating
- Organizing and Budgeting
- Stimulating
- Delegating Responsibility
- Enlisting Other Staff Members
- Coordinating the Work of all Personnel
- Scheduling Activities
- Providing Facilities for the Activities Program
- Planning a Long Range Program to Meet Growing and Changing Needs

Intramural Council

The intramural council is the group of students and faculty who assist the director in policy making decisions. An important objective of the intramural program is to develop youth leadership. Participating in an intramural council gives youth experience in planning and policy making.

There are many ways to organize a council. It should be widely representative. Its make-up will vary according to the structure of the total school program. The intramural council is responsible for assisting in:

- Formulating rules and regulations for program activities.
- Establishing codes of conduct and sportsmanship.
- Identifying program needs.
- Planning and organizing for wide participation by all boys and girls.
- Appointing committees as necessary.
- Determining other functions that can be assumed by the council.

Health & Safety

It is important to have medical supervision for the program so that maximum health benefits and general safety of the participants will be insured. The following guidelines are recommended:

- The director should encourage health or medical evaluations at periodic intervals to ascertain fitness of participants.
- If locally desirable, parental or guardian approval should be obtained.
- Students must be supervised as long as they are present for activities.
- Accident insurance coverage for participants should be encouraged.

Facilities

Mediocre programs often result when adequate facilities are not available. However, imagination and enthusiasm on the part of intramural leaders and students can do much to overcome these limitations. The concept of joint school-community agency planning is highly desirable in order to eliminate unnecessary duplication of facilities and programs that tend to serve the same students. A survey of community recources may establish that church, park, commercial recreational facilities and natural resources are often available to supplement school facilities. Roller skating rinks, bowling alleys, swimming pools, hiking trails, ponds, and streams are among those

facilities which lend themselves to intramural activities. The use of school gymnasiums, play grounds and multi-purpose area for programs sponsored by recreation agencies should be permitted and encouraged.

Time Allotment

A good intramural program will give opportunity for participation in activities of the student's choice at least once a week. When participation is less frequent than this, the student tends to lose interest.

Since intramural activities constitute desirable educational experiences for all students, an attempt should be made to schedule activities within the regular school day. All students will then have an equal opportunity to participate. A flexible schedule of the total program is essential. The achievement of flexibility depends on the person responsible for scheduling.

There is no ideal or best time for scheduling of intramural activities other than in the school day. They should be scheduled whenever possible. Intramural activities scheduled after the last class represent an extension of the school day. The hours between 3:30 - 5:30 p.m. are most frequently used.

Time will be found for intramural activities by administrators who have had a chance to witness the impact of a good program on youth.

Policies

- Programs must be submitted to the principal for funding authorization.
- Evaluation at the end of each unit should be submitted to the principal.

<u>Activities</u>

Individual and Dual Sports

- archery
- badminton
- bowling
- deck tennis
- golf
- handball
- horseshoes
- paddle tennis
- rope climbing
- shuffle board
- swimming

- table tennis
- tennis
- track and field
- tumbling
- wrestling (boys)

Team Sports

- basketball
- baseball (boys)
- field hockey
- gymnastics
- soccer
- softball
- speedball
- swimming
- flag football (boys)
- volleyball
- water games

Club Activities

- bicycling
- canoeing
- dancing
  - social
  - folk and square
  - modern
- fishing
- fly and bait casting
- hiking
- horseback riding
- outing
- roller skating
- tumbling

Co-Recreational Activities

- badminton
- bicycling
- bowling
- canoeing
- dancing (social and folk)
- deck tennis
- golf
- horseback riding
- horseshoes
- roller skating
- shuffle board
- swimming
- table tennis
- tennis
- track and field
- volleyball

SPECIAL EVENTS

Assembly programs, demonstrations, field days, special exhibits, motion picture films and colored slides, special programs prepared for community groups, festivals, along with other such events are rich opportunities for selling physical education to the public. People support the things in which they believe. They can see values in a football game. They rarely have an opportunity to see a good physical education program. Special events call for hard work, but values gained from extra hours of labor, pay great dividends in increased student-parent interest and support to the teacher and what he teaches.

ELEMENTARY ACTIVITY DAY

A variety of activities are scheduled within the school day with emphasis upon participation by all students. These activities are organized and conducted through the joint effort of the classroom teacher and the physical education instructor.

This is usually held in the spring as a culmination of physical education activities.

EVALUATION

1. A written program of intramural activities is on file.
   Yes ____ No ____

2. A director of intramurals selected from the faculty is responsible for the supervision of the program.
   Yes ____ No ____

3. An intramural council with student representation is the governing body of the program. Yes ____ No ____

4. Competent officials are prepared to officiate all intramural team competition. Yes ____ No ____

5. Adequate courts, field, equipment, and supplies are available for conducting the intramural program.
   Yes ____ No ____

6. Adequate amount of time is allotted for the use of the facilities to conduct a broad program of intramurals for both boys and girls. Yes ____ No ____

INTERMURALS

Play Days

Emphasis is placed upon participation for many players, usually in a variety of activities. Divide up the various teams so that there are no representative school teams, thereby, reducing the competitive element. Teams are composed of representatives from the various schools.

Sports Day

Events are scheduled between two or more schools, but without extensive coaching as in the varsity competition. Several events may be included provided a number of schools are participating. There are no significant awards for the various events and publicity is kept to a minimum.

Telegraphic and Mail Meets

Teams from various schools compete by conducting the activity in their own locations. The records are sent to a central committee for comparison and schools are notified of the winners.

G.A.A.

Brevard County offers intermural competition for high school girls in the following sports:

1. volleyball
2. track and field
3. softball
4. basketball
5. gymnastics

Round robin tournaments are played in the three team sports. Each of these is followed by an additional Saturday tournament. The track and field meets are held on two successive Saturdays. The winner has the highest total number of points for both days. The gymnastic meet is held on one Saturday. Again, the winning school has the highest total number of points.

Chapter 6

Interscholastic Athletics

Extends the horizons of physical education.

PHILOSOPHY

The athletic program of Brevard County is designed to provide wholesome extracurricular opportunities for every student who desires recreational or competitive activity.

To attain a goal of excellence the school strives to present a program that is organized on the basis of fair and equal competition administered with dignity, and commands the respect of the spectators.

BOARD POLICIES

There shall be in each school a board in control of athletics including the principal and such other members of the professional staff as he may appoint. The administration of athletics in the high schools shall be governed by rules established by said board and approved by the principal.

All high schools shall be members of the Florida High School Athletic Association and shall be governed by rules and regulations of said organization.

Junior high athletic teams are governed by the by-laws established and approved by junior high principals and the School Board of Brevard County. Junior high athletic teams may not play out of the county.

The cost of the following items are borne by the School Board:

- The cost of lights ($25.00 per game) for junior high school games. This amount will be paid to each junior high each month. The school must submit an invoice to the Finance Department identifying the number of junior high games played that month.
- Bleacher repair every year.
- Painting every other year.
- Repair of lighting system (this includes replacement of of lighting fixtures on light poles) August every year.
- Mowing and fertilizing of field.
- Repair of all plumbing fixtures for restrooms, concessions, and sprinkler systems.
- Repair or replacement of damaged or worn out fences, gates, and doors.
- Painting and repair of ticket booths, concession stands, and press boxes.

The cost of the following items shall be borne by the schools:

- The cost of lights for senior high school varsity and junior varsity games.
- Replacement of lights on scoreboards.
- Replacement of lights in press box, concession stands, and ticket booths.
- Cleaning of field and restroom facilities.
- Marking of field for high school games.
- Expense of maintaining and operating amplifier and public address system for games. Junior high schools will pay $5 to host high school for the use of public address system.

- Junior high schools desiring additional marking, other than what is on the field, will pay $10 to the host high school for the service.
- All repairs on electrical scoreboards other than routine bulb replacement.
- The junior high school will be responsible for a clean up following its own games. It may do this by either (1) sending a crew to the field to clean up or (2) by paying the host senior high school, which has control of the field, $30.00.

Athletic Director

- Recommends to the principal and administrators the athletic budget.
- Formulates and recommends to the principal a master schedule of contests.
- Handles arrangements for contests: such as buses, referees, etc.
- Formulates master eligibility list.
- Administers the athletic program policies and recommends any changes for improvement to the principal.

Chapter 7

Facilities and Equipment

Careful planning and care equal savings.

ELEMENTARY SCHOOL - BASIC PHYSICAL EDUCATION FACILITIES

- Hard surface area, including eight basketball goals within courts 76'x 40' each, with margin between the outside of each end of the court and the edge of the hard surfaced area; and 8' margin between the two outside courts; a 2' margin should be provided beyond each end line of the courts giving a total area of 80'x 220'.
- Track and Field Facilities: Track and field facilities should include one 70 yard paved running surface, as level as possible, in straight unobstructed area for 50 yard dashes.
- Activities Fields: Space should be provided for a minimum of two fields 80 yards by 45 yards to be used for activities and team games.
- Jungle Gym
- Horizontal Ladder
- Triple Chinning Bar, Primary
- Balance Beam
- Softball Backstops (2)
- Moveable Upright Standards (8)
- Parallel Bars (Outdoor)
- Long Jump Pit and Take-Off Board
- High Jump Pit, Standards, and Jump Bar

Other multipurpose apparatus may be added with prior board approval.

JUNIOR HIGH AND HIGH SCHOOL - BASIC PHYSICAL EDUCATION FACILITIES

Junior High Schools

- 4 basketball asphalt courts with baskets (These courts to be also used for volleyball, etc.)
- 4 softball fields, including backstops
- 1 football practice field with goal posts at one end
- 5 acres of grass area for other activities (archery, horseshoes, calisthenics, flag football, etc.)
- Gymnasium

Senior High Schools

- 4 basketball asphalt courts with baskets (These courts to be used for volleyball, etc.)
- 4 softball fields, including backstops
- 1 football practice field with goal posts at each end
- 5 acres of grass area for other activities (archery, horseshoes, calisthenics, flag football, etc.)
- Gymnasium
- 1 all-weather track
- 1 football stadium, not to exceed 4200 seats (This includes toilet facilities, press box, and 2 ticket booths.)

Additional facilities may be added, but only with prior board approval. Additional stadiums will not be constructed, and in the future, when new high schools are constructed, present stadiums shall be enlarged.

P H Y S I C A L E D U C A T I O N E Q U I P M E N T L I S T

	SUGGESTED MINIMUM LIST		
	Elem.	Jr. H.	Sr. H.
Wands or Batons	x	x	x
Mats	x	x	x
Steel Tapes	x	x	x
Stop Watches	x	x	x
Tether Balls and Standards	x	x	
Volleyballs and Nets	x	x	x
Jump Ropes	x	x	x
Playground Balls	x		
Deck Tennis Rings	x	x	
Basketballs and Nets (Nylon-Metal)	x	x	x
Softballs	x	x	x
Softball Bats	x	x	x
Softball Bases	x	x	x
Softball Catchers Mitt	x	x	x
Softball Gloves		x	x
Softball Mask & Chest Protector	x	x	x
Batting Tees	x	x	x
Whiffle Ball and Bats	x		
Soccer Balls	x	x	x
Soccer Goals		x	x
Shin Guards		x	x
Footballs	x	x	x
Flags and Belts	x	x	x
Kicking Tee	x	x	x
Pinnies	x	x	x
Bean Bags	x		
Indian Clubs	x		
Phonograph and Records	x	x	x
Ball Inflator or Pump	x	x	x
Bulletin Board	x	x	x
Portable Chalk Board	x	x	x
Ball Carriers	x	x	x
Line Marker	x	x	x
Recreational Games	x	x	x
Whistles	x	x	x
High Jump Cross Bar and Standards		x	x
Hurdles		x	x
Shot-Put			
6 lb.	x	x	x
8 lb.		x	x
12 lb.			x
Discus			
Tug-of-War Ropes	x	x	x
Burlap Sacks	x		
Handballs			x
Handball Gloves			x
Tennis Rackets		x	x

Physical Education Equipment List, Continued

	Elem.	Jr. H.	Sr. H.
Tennis Balls		x	x
Tennis Nets		x	x
Tennis Rebound Net		x	x
Golf Clubs		x	x
Golf Balls (practice and regular)		x	x
Gym Bowl Sets	x	x	x
Archery			
Bows		x	x
Arrows		x	x
Targets		x	x
Safety Equipment		x	x
Cage Balls		x	x
Playground Markers (cones, flags)			
Badminton			
Rackets		x	x
Nets		x	x
Birdies		x	x
Muscle Building Apparatus		x	x
Field Hockey			
Shinguards		x	x
Sticks		x	x
Balls		x	x
Goalie Pads		x	x
Goals		x	x
Aquatics			
Paddles		x	x
Cushions & Life Jackets		x	x
Diving Rings		x	x
Diving Blocks		x	x
Ring Buoy		x	x
Water Buoy		x	x
Poles with Hook (life saving) Sheppards Crook		x	x
Handmike or Battery Operated Megaphone	x	x	x
Wrestling Head Gear		x	x
Wrestling Mat Cover		x	x
Foam Rubber Vaulting & Jump Pits		x	x
Bait Casting			
Rod & Reels			x
Practice Plugs			x
Camping			
Tents	x	x	x
Camp Saws, Axe, Knives	x	x	x
Super 8 Film Loop Projector & Loop Film			x
Air Rifles		x	x

Physical Education Equipment List, Continued

	Elem.	Jr. H.	Sr. H.
Gymnastics			
Balance Beam	x	x	x
Horse (Buck, Box, Side)		x	x
Safety Belts		x	x
Horizontal Bar	x	x	x
Parallel Bars		x	x
Rings		x	x
Reuther Board		x	x
Climbing Ropes	x	x	x
Uneven Bar		x	x
Gymnastic Chalk Dust		x	x

- SUGGESTED INVENTORY FORM -

_____ H I G H S C H O O L

INVENTORY OF PHYSICAL EDUCATION DEPARTMENT EQUIPMENT AND SUPPLIES

School Year_____ Submitted By_____

EQUIPMENT DESCRIPTION	CAT. NO.	ON HAND	NEW	USABLE	PREVIOUS INVENTORY	APPROX. COST	ESTIMATED NEEDS
Apparatus							
Climbing Ropes							
Jumping Boards							
Parallel Bars							
(1) Low							
(2) High							
Side Horse							
Spring Boards							
Trampoline							
Vaulting Box							
Archery							
Arrows							
Bows							
Bow Strings							
Quivers							
Badminton							
Nets							
Presses							
Rackets							
Shuttlecocks							
Standards							
Baseball							
Balls							
Ball Bags							
Bases							
Bats							
Bat Bags							
Gloves							
Masks, Catchers							
Mitts, Catchers							
Home Plates							
Pitchers Base							
Basketball							
Balls							
Goal Nets							
Fencing							
Foils							
Jackets							
Footballs							
Rubber							
Leather							
Recreational Games							
Bowling Sets							
Croquet							
Balls							

Inventory of Physical Education Department Equipment and Supplies, Continued

EQUIPMENT DESCRIPTION	CAT. NO.	ON HAND	NEW	USABLE	PREVIOUS INVENTORY	APPROX. COST	ESTIMA... NEEDS
Mallets							
Carriers							
Wickets							
Horseshoe Sets							
Indoor							
Outdoor							
Paddleball							
Balls							
Nets							
Paddles							
Poles (Metal)							
Shuffleboard Sets							
Cues							
Discs							
Table Tennis							
Balls							
Nets							
Paddles							
Tables							
Wooden							
Folding Steel							
Tether Balls							
Soccer Balls							
Softball							
Balls-Rubber Cover							
Bases (Rubber)							
Gloves							
Homeplates-Rubber							
Mitts, Catcher							
Pitchers' Boxes							
Protectors, Chest							
Tennis Equipment							
Balls							
Nets							
Presses							
Rackets							
Track & Field							
Batons							
Crossbars							
Gun Blanks							
Hurdles							
Hammers							
Vaulting Poles							
Standards							
(1) High							
(2) Polevault							
Shots							
8#							
10#							
12#							

Inventory of Physical Education Department Equipment and Supplies, Continued

EQUIPMENT DESCRIPTION	CAT. NO.	ON HAND	NEW	USABLE	PREVIOUS INVENTORY	APPROX. COST	ESTIMATED NEEDS
Starting Blocks							
Starting Clappers							
Shaving							
Shot Ring							
Tapes							
(1) 50							
(2) 100							
Watches, Stop							
Volleyball Equipment							
Balls							
Nets							
Heavy Wt.							
Lt. Wt.							
Medium Weight							
Standards							
(1) Wooden							
(2) Metal							
Miscellaneous							
Benches							
Blackboard							
Bulletin Boards							
Dance Records							
Inflater							
Lockers for Teachers							
Locks (Comb.)							
Marker, Line							
(1) Lime Sacks							
Medicine Ball							
Posture Mirror							
Scales & Height Board							
Screens (Fold)							
Swim or Tank Suits							
Tumbling Mats 6 x 4							
Whistles							
Audio-Visual							
Pictures							
Posters							
Books							
Athletic Program							
Dance							
Guides (Sports)							
Handbooks or Manuals for teachers							
Health							
Sports							
Miscellaneous							

Inventory of Physical Education Department Equipment and Supplies, Continued

EQUIPMENT DESCRIPTION	CAT. NO.	ON HAND	NEW	USABLE	PREVIOUS INVENTORY	APPROX. COST	ESTIMATED NEEDS
Office Furniture							
Book Case							
Chairs-Steelfolding							
Desks-Teachers							
Filing Cabinet							
Tables							
Typewriter & Cover							
Wastepaper Baskets							
Attendance							
Records Blanks							
Book Ends							
Blotter Holders							
Clip Boards							
File Boxes							
Paper							
Paper Clips							
Punch							
Scissors							
Staplers							
Staples							
Scotch Tape							

Chapter 8

Evaluation

Evaluating to learn--learning from evaluation.

EVALUATION OF THE PHYSICAL EDUCATION PROGRAM

Evaluation in physical education, as in other areas of instruction, is a necessary part of teaching. Evaluation aids the teacher in developing his program and provides for more continuity in day to day planning. Through evaluation a teacher can determine the strengths and weaknesses of his program and therefore place increased effort on weaker areas.

The following lists, questions, suggestions and check sheets are placed in this guide in order to provide some possible methods for each instructor, and others, to evaluate the program, teaching methods, equipment, facilities, and community acceptance.

EVALUATION OF THE PHYSICAL EDUCATION PROGRAM THROUGH STUDENT TESTING

There are many ways by which you can evaluate your program through student testing. These tests will let you determine whether you are attaining the level of success desired.

The following items should be used by each instructor at some time during the year:

- Motor Ability Tests
- Skills Tests
- Knowledge Tests
- Health Records
- Continuous Class Observation
- Physical Fitness Tests

STUDENT'S EVALUATION OF PROGRAM

At some time during the school year, it is suggested that the instructor provide the student with an opportunity to evaluate portions of their program. This may be accomplished through check lists, written evaluation of program, and oral questions and answers, etc. This can be a valuable tool by which you can improve the Physical Education Program.

FACULTY'S EVALUATION OF PROGRAM

The faculty of a school can hamper or enhance the Physical Education Program through their understanding or lack of understanding of the program and its purposes. Therefore, it is suggested that the Physical Education Department of each school publicize and explain the program to their faculty. At some time during the year, an opportunity should be given to the faculty to answer questions concerning the Physical Education program with space for questions and suggestions from them.

PRINCIPAL'S EVALUATION OF PROGRAM

Each principal has his own method of evaluation concerning his school, but the Physical Education instructor should expect and welcome some type of evaluation of his program. This evaluation by the principal should be used as critieria for improvement.

CONSULTANT'S EVALUATION OF PROGRAM

The consultant in physical education is the person to whom an instructor goes for constructive criticism or when he has a question about an activity. This person has special training in the field of physical education and has access to information in all areas and activities of the program.

The consultant should at various times during the year come by and observe the program and talk with the instructor and with the principal concerning the Physical Education Program as it pertains to the total school.

CHECK LISTS FOR EVALUATING ALL AREAS OF THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

ORGANIZATION AND PROCEDURE	Yes	No
1. Is a 30-minute, minimum, physical activity period provided daily for all children? Whether by classroom or physical education teacher.		
2. Are minimum and maximum teaching loads for the physical education teacher realistic?		
3. Do classes provide opportunity for each child to participate to the maximum?		
4. Is a variety of activities offered to meet the individual differences, needs, and interests of the pupils?		
5. Is the program planned to fit the development level of each class?		
6. Are the pupils given the opportunity to help choose and plan their activities?		
7. Are opportunities provided for pupils to participate in an evaluation of the program?		
8. Is opportunity provided for each child to achieve some measure of success during each physical education period?		
9. Does each child have opportunities to learn the value of teamwork?		
10. Does each child have opportunities to develop leadership?		
11. Do teachers limit disciplinary measures to actions other than restriction from physical education activities?		
12. Is a medical excuse required for children who cannot participate regularly in the daily physical education program.		
13. Are provisions made for children who are temporarily or permanently restricted from participating in the regular program of physical education?		
14. Has the child's adapted program been approved by his physician?		
15. Are medical records of children on adapted programs kept current?		
16. Are activities constantly supervised to avoid possible accidents from unnecessary roughness and other hazards?		
17. Are there separate areas on the playground where various groups of children may play in safety, without interference from other groups of children?		
18. In case of injury, is first aid readily available and promptly given by a qualified person?		
19. Is a standard accident report form used?		
20. Are accurate records kept and data from accident reports used in planning the physical education program?		

Check Lists For Evaluating All Areas of the Elementary Physical Education Program, Continued

PERSONNEL AND MATERIALS	Yes	No
1. Is the person responsible for teaching physical education specifically trained in this area?		
2. Do the classroom teacher and the specialist work cooperatively in planning the physical education program?		
3. Is there a local supervisor or other resource? person available as a consultant?		
4. Are there any provisions for in-service education?		
5. Have all teachers had instruction in safety and first aid?		
6. Are teachers informed with respect to legal liability concerning accidents?		
7. Does the principal make provisions for the teacher to observe other elementary school physical education programs?		
8. Is the curriculum guide provided by the county used to plan your program?		
9. Are professional elementary physical education resource materials available for use in all activities for program planning?		

FACILITIES		
1. Is the auditorium, cafetorium, or any large vacant room available, when needed, for activities suitable to its use?		
2. Can the classroom be used on rainy days or at other times when the need arises?		
3. Is the play area for the primary children separated from that of the intermediate children?		
4. Is play apparatus definitely separated from other established play areas?		
5. Are provisions made for adapting facilities for elementary use?		
6. Are the play areas suitable for multiple use?		
7. Do the teachers plan for effective use of available facilities?		
8. Are the play areas so designed that a teacher can supervise more than one group at a time?		
9. Are all facilities maintained properly by a designated person other than the teacher or a child?		
10. Are adequate facilities provided for storage of equipment?		
11. Are the play areas free from obstructions and hazards?		

Check Lists For Evaluating All Areas of the Elementary Physical Education Program, Continued

Facilities, Continued	Yes	No
12. Is the play area level, not terraced?		
13. Is it surfaced with material which is not likely to cause serious injury?		
14. Are play areas well apart or physically separated from walkways and driveways to the school building?		
15. Wherever traffic or other hazards exist adjacent to the playground, is the playground protected by a fence at least five feet high?		
16. Is effective use made of available community facilities in addition to school facilities?		

E Q U I P M E N T A N D S U P P L I E S

1. Are there sufficient funds set aside in the regular school budget for equipment and supplies?		
2. Are faculty members involved in planning the purchase and use of physical education equipment and supplies?		
3. If the Parent Teacher Association or any other organization has available funds for school use, does the physical education department share in the allocation of the funds?		
4. Is a designated person inspecting and keeping the equipment in repair?		
5. Does the principal designate a person to be responsible for ordering equipment?		
6. Are the equipment and supplies purchased in accordance with inventory and anticipated needs?		
7. Are bulletin boards, charts, pictures, and other visual aids used as part of the program?		
8. Are the physical education classes able to use the audio-visual equipment available for the regular classroom?		
9. Is the physical education program considered in the purchase of audio-visual materials?		
10. Are audio-visual materials purchased as a part of the planned physical education program?		

P U B L I C R E L A T I O N S

1. Is the atmosphere in the class such that teacher and students respect one another?		
2. Does the public relations program involve parents, teachers, and children?		
3. Is a consistent effort made to interpret the program to the public?		

Public Relations, Continued	Yes	No
4. Does the public relations program include the use of these media:		
a. Radio?		
b. Television?		
c. Newspaper?		
d. Informal talks?		
e. Open house?		
f. Demonstrations?		
5. Does the teacher participate in community affairs?		
6. Is there willing cooperation with other faculty and school personnel?		
7. Does the school share physical education facilities with the community?		
8. Does the community share its facilities with the school?		
9. Are there opportunities for parents, teachers, and children to participate together?		

C O U R S E O F S T U D Y

1. Does the course of study include written aims and objectives designed to contribute to the education of all children?		
2. Is the course of study planned to carry out the philosophy and objectives of the physical education program?		
3. Is the outline of the total physical education program on file in the administrative and supervisory offices of the county?		
4. Is the course of study planned with other members of the faculty?		
5. Is the course of study planned with the principal?		
6. Does the course of study allow for flexibility?		
7. Is the course of study evaluated periodically and revised accordingly?		

A C T I V I T I E S

1. Does the program provide for optimum development and participation for every child?		
2. Does the program include activities from the following areas:		
a. Directed play?		
b. Small group games?		
c. Large group games?		
d. Team games?		

Check Lists For Evaluating All Areas of the Elementary Physical Education Program, Continued

Activities, Continued	Yes	No
e. Body mechanics?		
f. Rhythmic activities?		
g. Stunts and tumbling?		
h. Apparatus activities?		
i. Self-testing activities?		
j. Individual and dual activities?		
k. Classroom games?		
3. Does the program provide for progressive learning of fundamental skills?		
4. Does the program include activities which are correlated with those of other subject areas?		
5. Do the activities provide opportunity for boys and girls to play together in all grades?		
6. Do the activities provide opportunity for boys and girls to play separately in the intermediate grades?		
7. Do the activities in the program provide satisfying experiences for the children?		
8. Do these activities provide for an increased knowledge of the skills involved?		

ACTIVITY SKILL CHARTS FOR ELEMENTARY PHYSICAL EDUCATION

These skill charts are placed here as an evaluative tool to be used by the instructor as a method for determining the comprehensiveness of his program. Most of these activities will come as a natural part of any good physical education program.

Kindergarten

_____ Run in a group without falling, pushing, etc.
_____ Meet and pass without bumping.
_____ Form circle quickly.
_____ Toss and roll a ball underhand.
_____ Throw large ball in given direction.
_____ Catch large ball before a bounce and after 1 bounce.
_____ Standing broad jump distance equal 1/2 of own height.
_____ Walk and skip.
_____ Keep time to music by clapping hands.
_____ React creatively to music.
_____ Do two exercises correctly.
_____ Run 200 yards untimed.
_____ Jump 30 seconds without stopping.
_____ Perform 3 stunts.
_____ Jump over stationary rope.
_____ Run 25 yards at full speed.

First Grade

_____ All from preceding grade.
_____ Tag and dodge.
_____ Respond correctly to loud signals.
_____ Choose an "It" within a count of 5.
_____ Form single and double circles quickly.
_____ Run 1/4 mile untimed.
_____ Tag four consecutive bases.
_____ Throw large ball accurately; 10 feet.
_____ Bounce and catch small ball.
_____ Standing broad jump distance equal to own height.
_____ Side-step, gallop, and slide.
_____ Do four or more rhythms well.
_____ Do four exercises correctly.
_____ Run 50 yards at full speed.
_____ Jump one minute without stopping.
_____ Do forward and backward rolls.
_____ Jump rope, long and individual.

Second Grade

_____ All from preceding grade.
_____ Throw large ball 20 feet.
_____ Use opposite hand and footwork.
_____ Dribble soccer ball with feet.
_____ Do 8 or more rhythms well.
_____ Be familiar with Lummi Stick Skills.
_____ Jump two consecutive mintues.
_____ Do eight exercises correctly.
_____ Perform eight stunts.
_____ Lead and count exercises.

Third Grade

_____ All from preceding grades.
_____ Follow instructions first time given.
_____ Refrain from repeating instructions to classmate.
_____ Run 600 yards (untimed).
_____ Dribble and trap Soccer ball (Soccer skill).
_____ Kick a moving ball.
_____ Throw accurately at a moving target.
_____ Pitch and roll ball underhand.
_____ Throw ball overhand (large ball and soft ball).
_____ Play in stations.
_____ Play in relay formation.
_____ Use opposite hand and footwork.
_____ Jump distance equal own height (Standing Broad Jump).
_____ Do eight exercises well.
_____ Jump three consecutive minutes (Endurance Jump).
_____ Jump individual rope four different ways.
_____ Differentiate between basic Polka and Schottische Steps.
_____ Do six or more rhythms well.
_____ Bounce and catch small ball to music.
_____ Be familiar with Lummi Sticks skills.
_____ Perform eight stunts.
_____ Do forward roll in good form.
_____ Do back roll in good form.
_____ Do back arch.

Fourth Grade

_____ All from preceding grades.
_____ Compete without argument.
_____ Run 1/2 mile (untimed).
_____ Plan in stations.
_____ Perform soccer, basketball, and net game skills; play leadup game to each.
_____ Perform softball skills and have knowledge of game.
_____ Jump distance equal own height (Standing Broad Jump).
_____ Jump individual rope six different ways and to music.
_____ Do six exercises well and be able to lead exercises.
_____ Jump three consecutive minutes (Endurance Jump).
_____ Know skills in lummi sticks.
_____ Follow Square Dance calls.
_____ Do six or more rhythms well.
_____ Do two forward rolls consecutively in good form.
_____ Perform eight stunts.
_____ Basic steps in bamboo dancing with pole and music.

Fifth Grade

_____ All from preceding grades.
_____ Compete without argument.
_____ run 3/4 mile (untimed).

Fifth Grade, Continued

_____ Perform soccer, football, basketball, and net game skills and play a lead-up game to each.
_____ Perform softball skills and have knowledge of game.
_____ Officiate in sports (informally).
_____ Jump distance equal own height (standing broad jump).
_____ Do eight exercises well and lead exercises.
_____ Jump four consecutive minutes (endurance jump).
_____ Do a jump rope routine to music (girls).
_____ Do a basic steps in Bamboo Dancing with poles and music.
_____ Follow Square Dance calls
_____ Do several Folk Dances well.
_____ Do a small ball routine to music.
_____ Do a Lummi Stick routine to music involving the toss.
_____ Perform two forward rolls consecutively and in good form.
_____ Perform eight stunts well.

Sixth Grade

_____ All from preceding grades.
_____ Compete without argument.
_____ Run 3/4 mile (untimed).
_____ Perform soccer, football, basketball, and net game skills and play lead-up game to each.
_____ Play game of softball with knowledge of rules, strategy, positions, etc.
_____ Officiate in sports (informally).
_____ Jump distance equal own height (standing broad jump).
_____ Do and be able to lead eight exercises.
_____ Do a jump rope routine to music (girls).
_____ Jump four consecutive minutes (endurance jump).
_____ Do a small ball routine to music (girls).
_____ Do a Lummi Stick routine to music involving a toss-toss.
_____ Follow Square Dance calls.
_____ Do several Folk Dances well.
_____ Do Bamboo Dancing with poles and music.
_____ Perform eight student well.

CHECK LISTS FOR EVALUATING ALL AREAS OF THE SECONDARY PHYSICAL EDUCATION PROGRAM

ORGANIZATION AND ADMINISTRATION

This phase of the secondary school physical education program is subdivided into questions that deal with personnel, teaching load, scheduling, facilities, and equipment and supplies.

	Yes	No
1. Do those who teach physical education full time meet the state certification requirements for physical education?		
2. Do staff members have the personality characteristics that promote effective teaching?		
3. Do staff members maintain a high degree of total fitness through:		
a. Ability to meet physical demands without undue fatigue?		
b. Periodic medical examinations?		
c. Correction of remediable defects?		
d. Good body mechanics?		
e. Worthy use of leisure time?		
f. Emotional maturity?		
g. Social adjustment?		
h. Spiritual growth?		
4. Do instructors demonstrate effective teaching through:		
a. Knowledge of program objectives?		
b. Knowledge of subject matter?		
c. Competent performance skills?		
d. Attention to individual needs and interests of pupils?		
e. Effective class management procedures?		
f. Good teaching methods?		
g. Systematic class organization?		
h. Written daily plans?		
i. Study of records?		
j. Accurate reporting on department's work and needs?		
k. Use of continuous and valid evaluating techniques?		
l. Professional conduct demonstrated by:		
(1) Mature, responsible behavior in competitive situations?		
(2) Punctuality in professional duties.		
(3) Appropriate dress for the activity?		
(4) Use of correct English?		
(5) Good health habits?		
5. Do teachers show professionsl growth by:		

Organization and Administration Continued	Yes	No

a. Participating in:
   (1) Professional organizations--local, state, sectional, and national?
   (2) Meetings, conferences, and workshops?
   (3) Clinics and coaching schools?
   (4) In-service education programs?
   (5) Research?
   (6) Community, school-community, and faculty activities?
b. Contributing to professional literature?
c. Reading literature pertinent to the field?
d. Continued study?
e. An awareness of new trends in the field?

6. Do teachers know and use available resource personnel?

T E A C H I N G L O A D

1. Are state accreditation standards observed in regard to maximum daily teaching load?
2. Are state accreditation standards observed in regard to number of students per class?
3. Is each teacher scheduled for a planning period per day?
4. Is provision made for coordinated planning in equalizing the teaching load?
5. Are the after-school activities considered a part of the teaching load?
6. If after-school activities are not a part of the teaching load, is there a salary supplement?

S C H E D U L I N G

1. Does the scheduling committee in the school include a representative from the physical education department?
2. Are students enrolled in the physical education program on the same basis as they are enrolled in other subjects?
3. Are women responsible for all phases of the girls' program?
4. Does the scheduling of classes allow for adapting the program of instruction to teaching skills in progression by grade level?
5. Are provisions made for scheduling into an adapted program those students with temporary or permanent medical restrictions?
6. Are coeducational classes included in scheduling plans?

Scheduling, Continued	Yes	No
7. Are boys' and girls' classes scheduled cooperatively for effective use of facilities?		

F A C I L I T I E S

1. Does the outdoor play area provide enough space for conducting an adequate program of outdoor physical education activities?		
2. Is the outdoor play area satisfactorily surfaced and maintained for the type of activity offered in that area?		
3. Are play areas free from obstructions and hazards?		
4. Are the play areas suitable for varied uses?		
5. Are sufficient outdoor areas available to accommodate the largest classes?		
6. Is there an aquatic facility available?		
7. Are sufficient indoor areas available to accommodate the largest classes?		
8. Are adequate dressing rooms available?		
9. Are adequate shower and other sanitary facilities available?		
10. Is stationary apparatus placed where it will not be a hazard?		
11. Are these facilities adequately maintained by a designated person, other than teachers or pupils:		
a. Shower and locker space?		
b. Indoor facilities?		
c. Outdoor facilities?		
12. Are facilities provided for storage of equipment for daily issue and for off-season storage?		
13. Are audio-visual facilities available for use in class instruction?		
14. Are community facilities available:		
a. During school?		
b. After school?		
15. Do teachers plan for effective and safe use of available facilities?		
16. Are new or additional facilities planned cooperatively with members of the community, faculty, and architect?		
17. Are radiators, upright supports, water fountains, and other obstructions in the gymnasium and special activity rooms recessed, screened flush with the wall, or padded and properly marked?		
18. Are floors free of splinters and treated to provide a non-slip surface?		

Check Lists For Evaluating All Areas of the Secondary Physical Education Program, Continued

PUBLIC RELATIONS	Yes	No
1. Is the atmosphere in the class such that the teacher and students respect one another?		
2. Does the public relations program involve parents, teachers, and students?		
3. Is a consistent effort made to interpret the program to the public?		
4. Does the public relations program include the use of these media:		
a. Radio?		
b. Television?		
c. Newspaper?		
d. Informal talks?		
e. Open House?		
f. Demonstrations?		
5. Does the teacher participate in community affairs?		
6. Is there willing cooperation with other faculty and school personnel?		
7. Does the school share physical education facilities with the community?		
8. Does the community share its facilities with the school?		
9. Are there opportunities for parents, teachers, and students to participate together?		

CURRICULUM PLANNING AND DEVELOPMENT		
1. Are provisions made for meeting individual needs, interests, and abilities of students in regard to:		
a. Maturity?		
b. Skill?		
c. Grade?		
d. Atypical needs?		
2. Has effective administrative or supervisory leadership been provided in developing the course of study?		
3. Are the written philosophy and objectives of the physical education department filed in the county office?		
4. Is the program planned to carry out the stated philosophy and objectives of the department?		
5. Is the course of study planned cooperatively by a committee including administrators, teachers, and students in terms of objectives, needs, and interests?		
6. Is the course of study available in the principal's office?		

Curriculum Planning and Development, Continued	Yes	No
7. Is the course of study available to students?		
8. Is the course adapted physical education guide used in preparing the yearly program?		
9. Are textbooks in Physical Education available in numbers to accommodate the largest class?		
10. Are available resource personnel and a variety of resource materials used in developing the course of study?		
11. Does the physical education staff study and revise the course of study through:		
a. Checklists?		
b. Questionnaires?		
c. Student evaluations of the course of study?		
d. Surveys of the availability and use of community facilities?		
e. Study of current professional literature?		
12. Does the evaluation techniques used influence professional practices and procedures?		
13. Does the course of study provide for learnings useful in everyday living?		
14. Does the course of study include:		
a. Adapted activities?		
b. Aquatics?		
c. Coeducational activities?		
d. Conditioning activities?		
e. Dual and individual sports?		
f. Provisions for elective activities?		
g. Recreational activities?		
h. Rhythmic activities?		
i. Stunts and tumbling?		
j. Team sports?		
15. Are provisions made for students who are temporarily or permanently restricted from participating in the regular program of physical education?		
16. Are provisions made for developing the program on the unit plan to include a variety of activities?		
17. Are provisions made within units for individual differences in learning?		
18. Does the program provide for progression in the teaching of skills and techniques in each activity?		
19. Is instruction in coeducational activities shared between the qualified man and women teachers?		
20. Is provision made for students to participate in activities of their own choice within the required program?		
21. Is an elective program provided in the 11th or 12th grades?		
22. Are students allowed to choose activities within the elective program?		

Check Lists For Evaluating All Areas of the Secondary Physical Education Program, Continued

Curriculum Planning and Development, Continued	Yes	No
23. Is the grading system consistent with the philosophy of the total school program?		
24. Are many factors considered in determining each student's grade in physical education?		
25. Is safety instruction included in the planning and teaching of all activity units?		

S P O R T S A C T I V I T I E S P R O G R A M

1. Does a spirit of cooperation exist among players on the various teams?
2. Is there an enthusiastic school spirit among members of the student body?
3. Is the will to win - through all-out effort and fair play - supported and encouraged?
4. Is the sports program so planned and so organized that there is steady progress among participants toward improved sports achievement?
5. Are suggestions from the principal regarding possible ways of improving the athletic program carefully considered by members of the athletic staff?
6. Does an atmosphere of mutual respect, understanding, and cooperation exist between members of the athletic staff and the principal?
7. Is the principal informed of troublesome situations or occurrences?
8. Does the spirit of friendly cooperation exist between members of the athletic staff and other teachers in working for the welfare of the students and for the entire school program?
9. Are school staff meetings attended by members of the athletic staff or a representative?
10. Do a sense of loyalty and a spirit of cooperation exist among the various coaches in the athletic program?
11. Do other school personnel such as the dietician and maintenance men work cooperatively with members of the athletic and physical education staff?
12. Is there a well-equipped medical kit with an attendant well-trained in its use available at all practice sessions and athletic contests?
13. Is it standard procedure and well understood that each player report all injuries immediately to his coach?
14. Are injured players examined by a physician prior to returning to participation in a sport?

APPENDIX

PROBLEMS

Equipment and Facilities

1. Standardization of Equipment and Facilities

   A minimum list of equipment and facilities should be established and each school so equipped.

   Justification: This would strengthen the total Physical Education Program in Brevard County.

2. Quality of Bid Equipment

   Recommendations of physical education teachers should be taken into consideration when purchasing supplies and equipment.

   Justification:
   1. Bid equipment has diminished in quality over the past 5 years.
   2. This probelm exists due to the inclusion of the words "or equal," which is not equal to the advertised bid item.

3. Use of Facilities and Equipment by Other Groups

   Groups using facilities and equipment should be responsible for any damages or losses incurred.

   Justification: School and community groups using facilities and equipment have taken undue advantage.

4. Storage Space

   Adequate, secure and ventilated storage spaces should be provided for use of the physical education department.

   Justification:
   1. Very few schools including those built in recent years in Brevard County have adequate storage space for physical education equipment.
   2. In many cases physical education storage space is used by athletics due to lack of athletic storage.
   3. Considerable savings would be realized by providing properly ventilated, secure and adequate storage space.

5. Maintenance of Outdoor Areas

   Fields should be leveled, sodded and mowed with provisions for watering provided.

Hard-surfaced areas maintained in good repair and lines painted.

Justification:
1. Numerous injuries have resulted from uneven and sandy fields.
2. Hinders efficiency of teaching and learning skills.

6. Fences

Fields and hard-surfaced areas should be fenced.

Justification:
1. Cars driving on fields cause extensive damage.
2. Many activities are hampered by the lack of fences.

7. Location of Facilities

Playing areas should not be bounded by streets and drainage ditches.

Justification:
1. Many play areas are adjacent to drainage ditches and busy streets.
2. This condition is a definite safety hazard.

8. Locks

All schools should provide combination locks for student rental in physical education.

Justification: Uniformity in security

9. Locker Room Cleanliness

Locker rooms and showers should be disinfected daily. Cement locker room floors should be sealed periodically.

Justification:
1. Cement floors are impossible to keep clean.
2. The conditions stated above are health hazards.

10. Instructor's Office Space

Adequate office space should be provided for physical education instructors. Private dressing, bathroom and shower facilities should be provided.

Justification:
1. Teachers should not have to share the above mentioned facilities with students.

11. Classroom Facilities

Convenient rooms should be provided every period for each

physical education classs in session.

Justification: Rooms are needed for testing, lecturing, films and rainy day activities.

12. Films and Resources

a. All secondary schools should have a Super 8 Loop Film projector.
b. A complete set of Loop Films should be housed in each area materials center.
c. County films should be updated.
d. Each school should make an effort to increase and update their professional library.

Justification:
1. Super 8 films are excellent teaching aids.
2. Most county physical education films are out-of-date.
3. Teachers should be provided with up-to-date materials in their fields.

13. Phone

A phone should be installed in each physical education office.

Justification:
1. A phone is needed for emergencies during intramurals, extra-curricular activities and athletics.

14. Lockers

Space for hanging of street clothes, etc.

Justification: 1. Security

Administrative

1. Teacher Load

Individual sports classes should have a maximum of 30 students. Team sports and other activities conducive to large classes should be limited to 40 students.

Justification:
1. Teaching progressions are hindered by large classes.
2. Most facilities cannot accommodate large classes.

2. Elective Program

An elective program of physical education should be offered at the secondary school.

Justification: 1. An elective program would provide students with an opportunity to develop skills in areas of particular interest.

3. Equal Use of Facilities by Physical Education Teachers

Members of a physical education department should develop a schedule for equal use of all facilities.

Justification: 1. All students in physical education should have equal opportunity to use the facilities available for a specific activity.

4. Cheerleaders

Cheerleaders should not necessarily be the responsibility of the women's physical education department.

Justification: 1. Woman physical education teachers would be able to devote more time to intramurals, interscholastics and related activities.
2. Professional training is not needed for sponsorship of cheerleaders.

5. Accreditation

Florida accreditation standards should be met.

Justification: 1. New trends at the high school level require the inclusion of lifetime sports and activities with carry-over value.
2. More emphasis on providing an adaptive physical education program is being required.

6. Scheduling of Classes:

Physical education instructors should be involved in student schedule changes.

Justification: 1. Frequently physical education becomes a "dumping ground" for students with scheduling problems.
2. Classes are not equalized throughout the day.
3. Persons responsible for scheduling disregard grade level, elective activity where applicable and class size.

PROFESSIONAL ORGANIZATIONS

1. National Education Association
   1201 16th Street N.W.
   Washington 6, D.C. 20036

2. American Association for Health Physical Education and Recreation
   1201 16th Street N.W.
   Washington 6, D.C. 20036

3. Florida Association for Health Physical Education and Recreation - Region IV
   Roy Bell
   Palm Beach Junior College
   Lake Worth, Florida 33460

4. Florida High School Activities Association
   Floyd Lay, Exec. Sec.
   Gainesville, Florida

5. National Federation of State High School Athletic Association
   7 Dearborn Street
   Chicago, Illinois

6. National Recreation and Park Association
   1700 Penn Avenue N.W.
   Washington, D.C. 20006

OTHER RELATED ORGANIZATIONS

1. National Collegiate Athletic Association
   209 Fairfax Building
   Kansas City, Missouri

2. American Red Cross
   17th and D. Street N.W.
   Washington, D.C.

3. American Amateur Union
   233 Broadway
   New York, New York

4. Y.W.C.A. of U.S.A.
   600 Lexington Avenue
   New York, New York 10022

5. National Archery Association
   23 E. Jackson Blvd.
   Chicago, Illinois

6. American Badminton Association
   20 Wemesit Road
   Wabon, Massachusetts

7. W.S. Lawn Tennis Association
120 Broadway
New York 5, New York

8. National Golf Foundation
Rm 804 - Merchandise Mart
Chicago, Illinois 60654

9. U.S. Golf Association
40 E. 38th Street
New York 16, New York

10. American Amateur Baseball Congress
P.O. Box 44
Battle Creek, Michigan

11. Amateur Softball Association
11 Hill Street
Newark 2, New Jersey

12. American Bowling Congress
1572 E. Capitol Drive
Milwaukee, Wisconsin

13. U.S. Volleyball Association
P.O. Box 109
Berne, Indiana

14. Athletic Institute (Visual Aids)
805 Merchandise Mart
Chicago, Illinois 60654

15. General Sports Craft Co. (Recreational Sports)
33 New Bridge Road
Bergenfield, New Jersey

PUBLICATIONS

1. A.A.H.P.E.R.
Journal - Research Quarterly - Health Review
D.G.W.S. Guides & Assorted Publications

2. Florida A.H.P.E.R.
Journal

MAGAZINES

3. The Physical Educator
Phi Epsilon Kappa
4000 Meadow Drive Suite L-24
Indianapolis, Indiana 46205

4. Coach and Athlete
1421 Mayson Street N.E.
Atlanta, Georgia 30324

5. Scholastic Coach
902 Sylvan Avenue
Englewood Cliffs, New Jersey

6. Athletic Journal
1719 Howard Street
Evanston, Illinois 60202

7. The Coach
Wilson Sporting Goods
2233 W. Street
River Grove, Illinois

8. Dance Magazine
23 W. 58th Street
New York 19, New York

9. Recreation
National Recreation Association
8 West 8th Street
New York 11, New York

10. Amateur Athlete
156 Broad Street
Lynn, Massachusetts

11. Swimming World and Swimming Technique
12618 Killion Street
N. Hollywood, California

12. American Swimmer
25 Almeria Avenue
Coral Gables, Florida

13. Track Newsletter
Box 296
Los Altos, California

14. Golf Digest
Norwalk, Connecticut

BOOK SERIES

How to Improve Your Sports
Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654 (31 Sports Titles covering all sports acitivities)
(75¢ each)

Sports Illustrated Library
J. B. Lippincott Co.
E. Washington Square
Philadelphia, Pennsylvania 10105

The Physical Education Activities Series
William C. Brown Co.
135 S. Locust Street
Dubuque, Iowa 52001 (95¢ each) (38 Titles - include test manual)

Wadsworth Sports Skills Series
Wadsworth Publishing Co. Inc.
Box MB-1A
Belmont, California 94002 (20 different titles)

Saunders Physical Education Series
W. B. Saunders
W. Washington Square
Philadelphia, Pennsylvania 19105 ($2.00) (First six published 1969)

Goodyear Physical Activities Series
Goodyear Publishing Co.
15115 Sunset Blvd.
Pacific Palesades, California 90272

Basic Concepts of Physical Activities
Allyn & Bacon Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210 (8 Titles)

GENERAL RESOURCES (BOOKS)

1. Meyer, Margaret & Schwarz, Marguerite,
Team Sports for Girls and Women
W. B. Saunders Co.
West Washington Square
Philadelphia, Pennsylvanie 19105

2. Barnes, Fox, Laeffler & Scott,
Sports Acitivities for Girls and Women
Appleton - Century - Crafts
400 Pack Avenue South
New York, New York 10016

3. Stanley, D.K. and Waglow, I.F.,
Physical Education Activities Handbook for Men and Women
Allyn and Bacon, Inc.
150 Tremont Street
Boston, Massachusetts

4. Ainsworth et al,
Individual Sports for Women
W. B. Saunders

5. Fait, Shaw and Ley
A Manual of Physical Education Activities
W. B. Saunders

6. Bilbrough and Jones
Physical Education in the Primary School
University of London Press Ltd.
St. Paul's House, Warick Lane
London EC4

7. Vannier & Foster,
Teaching Physical Education in Elementary Schools
W. B. Saunders Co.

8. Hackett and Jenson
A Guide to Movement Exploration
Peck Publications
4067 Transport Street
Palo Alto, California 94303

9. Blake & Volp
Lead-Up Games to Team Sports
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

10. Miller & Ley
Individual & Team Sports for Women
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

ADAPTIVE PHYSICAL EDUCATION

REFERENCES - BOOKS

1. Daniels, Arthur S. Adapted Physical Education, New York, Harper and Row

2. Fait, Hollis F. Adapted Physical Education, Philadelphia, W. B. Saunders

3. Foote, Doreen Modified Activities in Physical Education, New York: Inor Publishing Company

4. Rathbone, Josephine and Hunt Corrective Physical Education, Philadelphia, W. B. Saunders

SOURCES
OF
ADAPTED PHYSICAL EDUCATION EQUIPMENT AND SUPPLIES

American Rehabilitation Equipment
1060 Broad Street
Newark 2, New Jersey

Battle Creek Equipment Company
Battle Creek, Michigan

The Burdick Corporation
Milton, Wisconsin

Elgin Exercise Appliance Company
P. O. Box 132
Elgin, Illinois

Fred Medart Products
3535 Dekalb Street
St. Louis 18, Missouri

General Sportcraft Company, Ltd.
Bergenfield, New Jersey

J. A. Preston Corporation
71 Fifth Avenue
New York 3, New York

Marcy Gymnasium Equipment Company
1398 Sunset Boulevard
Los Angeles 26, California

Moosehead-Whitely, Inc.
15 Van Orden Place
Hackensack, New Jersey

Narragansett Gymnasium Equipment Company
Rollins and Railroad Streets
Centralia, Missouri

Nissen-Medart Company
Division of Nissen Corporation
930 27th Avenue, S. W.
Cedar Rapids, Iowa

Peterson & Company
Belfield Avenue at Wister Street
Philadelphia 44, Pennsylvania

Porter Gymnasium Equipment
11 West 42nd Street
New York 36, New York

Premier Athletic Products
River-Vale, New Jersey

Reading Barbell Company
First Avenue and Franklyn Street
West Reading, Pennsylvania

School Health Supply Company
7426 West Madison Street
Forest Park, Illinois

York Barbell Company
26 North Ridge Avenue
York, Pennsylvania

PAMPHLETS AND POSTERS--FREE MATERIALS

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MATERIALS APPROPRIATE FOR MODIFIED PHYSICAL EDUCATION

Allergy Foundation of America, 801 Second Avenue., New York 17, N.Y. (Single)
Department of Public Health, State of Illinois, Springfield, Ill. (Infections)
American Diabetes Association, Inc., 1 East 45th St., New York 17, N.Y.
Metropolitan Life Insurance Company, School Health Bureau, One Madison Avenue, New York 10, N. Y.
American Heart Association, Inc., 44 East 23rd. St., New York 10, N.Y.
Kimberly-Clark Corporation, Ed. Dept., Neenah, Wisconsin
Better Vision Institute, Inc., 230 Park Ave., New York 17, N.Y.
The Mentholatum Company, 1360 Niagara St., Buffalo 13, N.Y.
National Tuberculosis Association, 1790 Broadway, New York 19, N.Y.
Sealtest Consumer Service, 260 Madison Ave., New York 16, N.Y.
Kellogg Company, Dept. of Home Economics, Battle Creek, Mich.
American Institute of Baking, Consumer Service Dept., 400 E. Ontario St., Chicago 11, Ill.
U. S. Dept. of Agriculture, Office of Information, Forest Service, Washington 25, D.C.
National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.
Commonwealth of Pennsylvania, Dept. of Health, Harrisburg, Pa.

MATERIALS APPROPRIATE FOR REMEDIAL PHYSICAL EDUCATION

American Foot Care Institute, 1775 Broadway, New York 19, N.Y.
International Shoe Co., Public Relations Dept., 1509 Washington Ave., St. Louis 66, Mo.
American Seating Co., Better Posture Bureau, Grand Rapids 2, Mich.
Kid Leather Guild, 1270 Broadway, New York 1, N.Y.
National Foot Health Council, Rockland, Mass.
George E. Keith Co., Boston 63, Mass.
National Dairy Council, 111 N. Canal St., Chicago 6, Ill.
Dairy Council, 234 S. 22nd St., Philadelphia 3, Pa.
Blue Shield and Blue Cross
School Manufacturing Co., 62 N. 14th St., New York, N. Y.
Body Mechanics Charts and Lesson Plans, Ruth E. Gold, 6319 N. 6th St., Philadelphia 26, Pa., (Set of 4 charts $2.50)